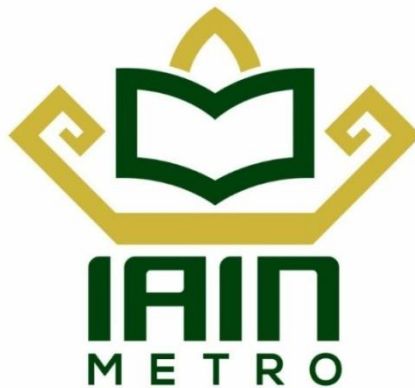


AN UNDERGRADUATE THESIS

**AN ANALYSIS OF DERIVATIONAL MORPHEME
IN THE BACKGROUND OF STUDY IN UNDERGRADUATE THESIS
WRITTEN BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT
OF IAIN METRO IN THE ACADEMIC YEAR OF 2020/ 2021**



By :

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H/ 2022 M**

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Presented as a partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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RATIFICATION PAGE

No. B-3198/11-28-1/D/PP-00-g/06/2022

An Undergraduate thesis entitled: **AN ANALYSIS OF DERIVATIONAL MORPHEME FOUND IN THE BACKGROUND OF STUDY IN UNDERGRADUATE THESIS MADE BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO IN ACADEMIC YEAR 2020/2021** Written by Dayu Firmansyah, student number 1601070073, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday, June 15th 2022 at 10.00- 12.00 WIB.

BOARD OF EXAMINERS:

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Assalamu'alaikum, Wr. Wb

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IN ACADEMIC YEAR 2020/2021

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

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Assalamu'alaikumWr.Wb.

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

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THE BACKGROUND OF STUDY IN UNDERGRADUATE
THESIS MADE BY STUDENTS OF ENGLISH EDUCATION
DEPARTMENT OF IAIN METRO IN ACADEMIC YEAR
2020/2021

Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.



Metro, 10 Juni 2022
Pembimbing

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APPROVAL PAGE

Title : AN ANALYSIS OF DERIVATIONAL MORPHEME
FOUND IN THE BACKGROUND OF STUDY IN
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**AN ANALYSIS OF DERIVATIONAL MORPHEME
IN THE BACKGROUND OF STUDY IN UNDERGRADUATE THESIS
WRITTEN BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT
OF IAIN METRO IN THE ACADEMIC YEAR OF 2020/ 2021**

ABSTRACT

**By:
Dayu Firmansyah**

This research examines types and the most dominant use of the Derivational Morpheme in Background of Study in Undergraduate Thesis Made by Students of English Education Department of IAIN Metro in The Academic Year of 2020/ 2021. Therefore, the researcher identified all of the words in background of study to find out the types and most dominant use of derivational morpheme.

In this research, the researcher used a qualitative method with the content analysis to identify the types and most dominant use of derivational morpheme. The object of this research was derivational morpheme. In collecting the data, the researcher used documentation and observation technique and the steps are reading the background of study, underlining the words, selecting and collecting the data systematically in accordance with the types and most dominant use of derivational morpheme.

The research results showed that there are 95 derivational morphemes. Based on the type of derivational morphemes, there were 50 morphemes categorized as forming nouns, 1 morphemes categorized as forming verbs, 38 morphemes categorized as forming adjectives, 16 morphemes categorized as forming adverbs. Based on the result forming noun were the most dominant of derivational morpheme used in background of study in Undergraduate Thesis Made by Students of English Education Department of IAIN Metro in The Academic Year of 2020/ 2021. There were 50 derivational morpheme forming nouns

Keywords: *derivational, morphemes, morphology*

**ANALISIS MORFEM DERIVASI
PADA LATAR BELAKANG DI SKRIPSI MAHASISWA
PRODI PENDIKAN BAHASA INGGRIS IAIN METRO
PADA TAHUN AKADEMIK 2020/ 2021**

ABSTRAK

**Oleh:
Dayu Firmansyah**

Penelitian ini meneliti jenis dan morfem derivasi yang paling dominan yang digunakan dalam Background of Study in Undergraduate Thesis Made by Students of English Education Department of IAIN Metro in The Academic Year of 2020/ 2021. Oleh karena itu, peneliti mengidentifikasi semua kata dalam novel tersebut untuk mengetahui jenis dan morfem derivasi yang paling dominan.

Dalam penelitian ini, peneliti menggunakan metode kualitatif dengan teknik analisis untuk mengidentifikasi jenis dan morfem derivasi yang paling dominan. Objek penelitian ini adalah morfem derivasi. Dalam pengumpulan data, peneliti menggunakan teknik dokumentasi dan observasi dan langkah-langkahnya adalah membaca latar belakang, menggaris bawahi kata-kata, memilih dan mengumpulkan data secara sistematis sesuai dengan jenis dan morfem derivasi yang paling dominan.

Hasil penelitian menunjukkan bahwa ada 95 morfem derivasi. Berdasarkan jenis morfem derivasi, ada 50 morfem yang dikategorikan sebagai kata benda, 1 morfem yang dikategorikan sebagai kata kerja, dan 28 morfem yang dikategorikan sebagai kata sifat, 16 morfem yang dikategorikan sebagai kata keterangan. Berdasarkan hasil bentuk kata benda adalah morfem derivasi yang paling dominan yang digunakan dalam Background of Study in Undergraduate Thesis Made by Students of English Education Department of IAIN Metro in The Academic Year of 2020/ 2021. ada 50 morfem derivasi yang membentuk kata benda.

Kata Kunci: *derivasi, morfem, morfologi*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are mentioned from the bibliography.

Metro, 15 June 2022
The Researcher



Dayu Firmansyah
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STATEMENT OF ORIGINALITY

ORISINALITAS PENELITIAN

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

Metro, 15 Juni 2022
Yang Menyatakan,



Dayu Firmansyah
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MOTTO

تَعَلَّمُوا أَوْ عَلِّمُوا أَوْ تَوَاضَعُوا لِمُعَلِّمِكُمْ

وَلْيَلُوا لِمُعَلِّمِكُمْ

Artinya: "*Belajarlah kamu semua, dan mengajarlah kamu semua, dan hormatilah guru-gurumu, serta berlaku baiklah terhadap orang yang mengajarkanmu.*" (HR Thabrani)

DEDICATION PAGE

I highly dedicated this undergraduate thesis to:

My parents and family, who always supported me while I was working on this undergraduate thesis.

To all of my friends who were always remembering me to finish this undergraduate thesis and giving me advice.

To the entire lecturers, especially Mrs. Linda Septiana M. Pd who was always patient while counseling and advising me with my research.

And to my almamater of IAIN Metro

ACKNOWLEDGEMENT

Praise always be our God Allah SWT the Almighty who has given us blessings and guidance. Salutation may always be upon our Prophet Muhammad S.A.W who has brought us from the darkness to the brightness era.

This undergraduate proposal entitled "*An Analysis Of Derivational Morpheme Found In The Background Of Study In Undergraduate Thesis Written By Students Of English Education Department Of IAIN Metro In the Academic Year of 2020/2021*".

Firstly the deepest gratitude would be addressed to my family who always support me while making this undergraduate thesis, and always pray for the good of my future. Secondly, the sponsor Linda Septiyana, M.Pd, Dr. Mahrus As'ad, M. Ag, the head of English education department Andianto, M.Pd, and all the lecturers and my friends who had always supported and sincerely guided the writer to finish this undergraduate thesis. Finally the writer realize that this undergraduate thesis still far from perfect, but the writer hopes that this research will provide some benefits for the English learners or any general readers.

Metro, 15 June 2022
The Researcher,



Dayu Firmansyah
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important communication tool for people. It is a symbol system through which people communicate. The symbols may be spoken, written, or signed with the hands. In addition, people can find out information using language. People can also convey ideas using language. Therefore, people need to know more about language and its elements. The teacher teaches vocabulary, structure, speaking, writing, reading, and listening. Language can be developed because there is an interaction of individuals and groups in society. The important role of language for people is as a medium to express their feelings, thoughts, needs as an individual creatures or communities. Language is also a tool for integration and social adaptation with others.

Indonesia in the era of globalization where there is a lot of competition in various fields with foreign countries making foreign language skills very essential, such as English language which is an international language. Indonesians need to learn English to be able to compete with other countries. English is a global language that is used by every country on Earth to communicate and exchange information.

Besides learning four basic skills, English learners also need to know about morphology. Morphology is the study of word creation, which includes how new words are generated in the world of languages and how word forms change based on how they are applied in sentences. Morphology is inextricably linked to syntax, and word production is the most active topic in morphology. As a result, the majority of morphology definitions focus on word structure.

One of the most important topics in morphology is morphemes. The deconstruction of words into morphemes exhibits one of the most essential aspects of human language: discreteness. Sound units in all languages unite to construct morphemes, which then unite to form words, which then unite to construct sentences. Discretion is an essential component of linguistic inventiveness. Morphemes can be mixed in creative combinations to produce another words with obvious meanings to other language users. People know that “to write” to a disk or a DVD means “to put information on it,” people will also know that a writable DVD can take information; a rewritable DVD can allow the original information to be written over; and an unwritable DVD forbid the user to write over the original information. All of these words have meanings because people grasp the independent morphemes write, re-, -able, and un-, as well as the rules for combining them.

From the results of the pre-survey conducted on November 17th 2020, this pre-survey was carried out by taking 3 backgrounds of study on the undergraduate thesis written by English education students at IAIN Metro.

After the researcher finished taking 3 samples, the researcher conducted an analysis to see whether the derivational morpheme could be found in the background of the study made by English education students at IAIN Metro.

Table 1.1
Result Data Pre- Survey

No	Derivational morpheme	Bound morpheme	Root/Base word
1	Commonly	-ly	common
2	Completely	-ly	complete
3	Unity	-ty	unit
4	Organization	-tion	organize
5	Information	-tion	inform
6	Addition	-tion	add
7	Enjoyable	-able	enjoy
8	Activity	-ty	active
9	Actualize	-ize	actual
10	Especially	-ly	especial
11	Researcher	re-, -er	search
12	Consequently	-ly	consequent
13	Combination	-tion	combine
14	Substitution	-tion	substitute
15	Replacement	re-, -ment	place
16	Conjunction	-tion	conjunct
17	Explanation	-tion	explain
18	Alertness	-ness	alert
19	Essentially	-ly	essential
20	Chiefly	-ly	chief
21	Namely	-ly	name
22	Reference	-ence	refer
23	Substitution	-tion	substitute
24	Education	-tion	educate
25	Briefly	-ly	brief
26	Cohesively	-ly	cohesive
27	Easily	-ly	easy
28	Analysis	-is	analyze
29	Widely	-ly	wide
30	Communication	-tion	communicate
31	Development	-ment	develop
32	Importance	-ance	important
33	Institution	-tion	institute
34	Informal	in-	formal
35	Actively	-ly	active

36	Encounter	en-, -er	count
37	Difficulty	-ty	difficult
38	Clearly	-ly	clear
39	Correctly	-ly	correct
40	Teacher	-er	teach
41	Memorize	-ize	memory

From the table above, the researcher found several morphemes that change the meaning or parts of speech from the basic words. Those morphemes are usually called a derivational morpheme. There are more than forty words containing derivational morpheme. It can be concluded that derivational morphemes was found in undergraduate thesis written by students of English Education Department of IAIN Metro.

Based on the background of study on the importance of using derivational morphemes and the results of pre-survey where derivational morphemes can be in the background of study, the writer intends to conduct a study entitled " An Analysis Of Derivational Morpheme In The Background Of Study In Undergraduate Thesis Written By Students Of English Education Department Of IAIN Metro In The Academic Year of 2020/ 2021".

B. Research Question

The problems can be stated according to the statement above as follow:

1. What are the types of derivational morpheme found in undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021?

2. What is the most dominant use of derivational morpheme found in undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021?

C. The Objective and Benefit of Study

A. The Objective of the Study.

- a. To find out the types of derivational morphemes found in undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021.
- b. To find out the most dominant use of morphological process on derivational morphemes found in undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021.

B. Benefit of the Study

The writer expects his research will be valuable to the reader. The study's benefit can be seen as follows:

a. Theoretical Benefit

The result of the study is expected to help the reader in learning and understanding the structure and the most dominant use of derivational morpheme found in undergraduate thesis written by students of English Education Department of the State Institute of Islamic Studies of Metro in the Academic Year of 2020/ 2021.

b. Practical Benefit

The study's findings will be invaluable to lecturers, students, and another researcher.

- 1) For the lecturers, this research could be useful in teaching vocabulary and Morphology.
- 2) Hopefully, this study can be used by students to learn morphemes: derivational.
- 3) For other researchers, the writer expects that the result of this study will help them in studying the derivational morpheme or using this research as a reference for their research and expect the further researcher will try to make a research about a topic that has connection with derivational morpheme such as learning method for teaching derivational morpheme.

D. Prior Research

In this study, the researcher takes several studies that already finished by the other researcher to serve as a guide and reference for completing the research question. The first prior research was conducted by Aulia Nurul Aini entitled "Error Analysis Of Inflectional Morpheme In Descriptive Text Written By Seventh-Grade Students Of Smp N 1 Mungkid In The Academic Year 2020/ 2021. The researcher takes a conclusion based on the result of Aulia Nurul Aini study that the roles of each inflectional morpheme complicated students' ability to get the correct answer. While the majority of

students grasped the basic structure of a word, they were perplexed by the additional suffixes on a word in a phrase, and hence the majority of students made errors.

From the first research and this research there are differences and similarities. In the first prior research, the researcher raised the topic of the inflectional morpheme, while this study raised the topic of the derivational morpheme. Both studies use the same qualitative analysis and also raise the topic morpheme which is a sub topic of morphology.

The second research was conducted by Riana Rizkia entitled “An Analysis of Derivational and Inflectional Morphemes in Deen Squad Lyrics”. This research was designed to identify the derivational and inflectional morphemes that occur in Deen Squad lyrics. The objective of research is also aimed to describe the dominant type of derivational and inflectional in the songs. This researcher used a descriptive qualitative as a method in studying the data. The data of this study is an album of Deen Squad lyrics which consist of five songs.

This research and the second prior research have similarities and difference. The similarities between this research and the second prior research are using analysis and raising the same topic derivational morpheme. The difference between this research and the second prior research are This research only focuses on the topic of derivational morphemes, while in the second prior research, the topic were derivational and inflectional morphemes.

The third research was conducted by Maharani Sri Aryati entitled “An Analysis Of Derivational Affixes in The Land Of Five Towers Novel By A. Fuadi Translated By Angie Kilbane”. This research was designed to identify the derivational morphemes that occur in Deen Squad lyrics. The objective of research is aimed to know the derivational affixes in The Land of Five Towers Novel by A.Fuadi. This researcher used a descriptive qualitative as a method in studying the data. The data of this study is The Land of Five Towers Novel by A.Fuadi.

This research and the third prior research have similarities and difference. The similarities between this research and the third prior research are using analysis and raising the same topic derivational morpheme. The difference between this research and the second prior research is data source. This research data is undergraduate thesis, while in the third prior research, the data was taken from The Land of Five Towers Novel by A.Fuadi.

From all of the prior researches, the writer intends to conduct a study entitled "An Analysis Of Derivational Morpheme In The Background Of Study In Undergraduate thesis written By Students Of English Education Department Of IAIN Metro In Academic Year Of 2020/ 2021 by taking some aspect from all of the prior researches as reference and guideline to answer the research question.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Morphology

The study of the internal structure of words, and of the rules by which words are formed, is morphology. This word itself consists of two morphemes, morph + ology. The suffix -ology means “science of” or “branch of knowledge concerning.” Thus, the meaning of morphology is “the science of (word) forms.” Morphology is part of our grammatical knowledge of a language. Like most linguistic knowledge, this is generally unconscious knowledge.¹

The study of word-formation and word-structure is called morphology. Morphological theory provides a general theory of word-structure in all the languages of the world. Its task is to characterize the kinds of things that speakers need to know about the structure of the words of their language in order to be able to use them to produce and to understand speech.²

Haspelmath argues, Morphology is both the oldest and one of the youngest sub disciplines of grammar. It is the oldest because, as far as we know, the first linguists were primarily morphologists. The earliest extant grammatical texts are well-structured lists of morphological forms of Sumerian words.³

¹ Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language*, 9th ed. (Wadsworth: Wadsworth Chengage Learning, 2011), 88.

² Francis Katamba, *English Words* (London/New York: Routledge 11 New Fetter lane, 1994), 3.

³ Martin Haspelmath and Andrea D. Sims, *Understanding Morphology*, 2nd ed, Understanding Language Series (London: Hodder Education, 2010), 1.

One of the main functions of morphology is to expand the set of available words. Once a complex word has been formed, it may get established as a word of the language. This means that it is used by more than one native speaker, and on different occasions, and that language users will recognize it as a word they have come across before..⁴ Therefore, in linguistics, morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structures, and how they are formed.

B. Morpheme

According to Fromkin, morphemes are the smallest units of meaning.⁵ Morphemes are the names given to these smaller pieces. Smaller elements of words are known as morphemes, according to Andrew.⁶ Katamba defines morpheme as the smallest, indivisible units of semantic information or grammatical component that words are composed of. Additionally, he believed that a morpheme could not be split down into smaller pieces that were meaningful on their own or indicated a grammatical function, such as the singular or plural number in a noun.⁷ The morpheme idea is distinct from the concept of word in that many morphemes cannot function independently as words. A morpheme is

⁴ G. E. Booij, *The Grammar of Words: An Introduction to Linguistic Morphology*, Oxford Textbooks in Linguistics (Oxford ; New York: Oxford University Press, 2005), 17.

⁵ Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language.*, 80.

⁶ Andrew Carstairs and McCarthy, *An Introduction to English Morphology: Words and Their Structure* (Edinburgh: Edinburgh University Press, 2002), 16.

⁷ Francis Katamba, *English Words.*, 20.

considered free if it can stand independently, and bound if it is only used in conjunction with another free morpheme. Bound morphemes include -s, -est, -er, -ing.⁸

For example, the word "unbreakable" comprises three morphemes: "un-" (meaning not X) is a bound morpheme, "-break-" is a free morpheme, and "-able" is a bound morpheme. The prefix "un-" is also used as a prefix, and the suffix "-able" is used as a suffix. They are both affixes. Based on the preceding remark, the researcher believes that morpheme is smallest portion of a word that cannot be broken down into smaller units.

C. Types of Morpheme

Lieber distinguishes two categories of morphemes. There are two types of morphemes: free morphemes and bound morphemes. The morpheme can be used to form words on its own, such as wipe, head, bracelet, and McDonald; these are known as free morphemes. Bound morphemes are morphemes that cannot stand alone. For instance, un-, -ize, and -ation⁹. Bound morphemes are divided into two types: derivational morphemes and Inflectional morphemes. English only has two kinds of bound morphemes namely prefixes and suffixes.¹⁰

As previously stated, bound morphemes are made up of inflectional and derivational morphemes. Inflectional morphemes are those that do not add

⁸*Ibid.*, 40.

⁹Rochelle, *Introducing Morphology.*, 33.

¹⁰I Kadek Nandito, "Derivational and Inflectional Morpheme," *International Research Journal of Engineering, IT and Scientific Research* 2, no.1 (2016): 22.

new meaning to the sentence, for example in the words “play-*s*, open-*ed*, and read-*ing*”, it did not change the meaning or the part of speech from the base words. The syntactic category of the words or morphemes to which they are linked is never altered by these morphemes. They only modify and provide more grammatical information about the pre-existing meanings of the words to which they are linked. A bound morpheme that modifies the form of word classes in a sentence is known as a derivational morpheme, for example the words “inform-*ation*, teach-*er*, and arrange-*ment*”, it changes the part of speech and the meaning from the base words . A derivational morpheme is one that creates a new lexeme from a base. Derivational morphemes in English can be prefixes or suffixes¹¹ This study raises the topic of derivational morphemes, which is a type of morpheme called bound morpheme.

D. Affixes

1. Definition of Affixes

An affix is a morpheme that appears only when it is linked to another morpheme or morphemes, such as a root or base. Affixation is a morphological process that involves changing a root or base word to create a new word. Affixes are characterized in two ways: (1) according to their positions and (2) according to their functions. Affixes are categorized into three types based on their positions: prefix, infix, and suffix. A prefix is an affix that comes in front of a word, an infix is an affix that goes inside a word, and a suffix is an affix that comes in the back of a word. Affixes are

¹¹*Ibid.*, 23.

categorized into two groups based on their functions: derivational affixes and inflectional affixes. Derivational affixes are affixes that are added to a word to form a new word, making a different idea or definition of the word, or change the part of speech of the word, for example: un + able = not able, dis + agree = not agree, develop + ment = development, refuse + al = rejection. Inflectional affixes are affixes that are affixed to a word but do not generate a new word, making a different idea or definition, or change its part of speech. They place emphasis on information such as number, gender, tenses, and person. Pencil + s = pencils, walk + ed = walked are two instances.¹²

2. Types of Affixes

There are two types of affix: derivational affixes and inflectional affixes. According to Katamba, an affix is formed when a morpheme is connected or linked with another morpheme or morphemes, such as a root, stem, or base. Obviously, affixes are bound morphemes by definition. No word may contain an affix that stands alone. For instance, –s, –ed, or –al, or even a collection of affixes strung together, like the suffixes –ent, –s in the word “arguments”.

According to Katamba, there are three types of affixes – prefixes, suffixes, and infixes, but in English language there are only two types of affixes that are prefix and suffix – and it is explained below:

¹²Paramita Kusumawardhani, “Affixes Analysis In A ‘Hansel And Gretel’ Story To English Young Learners: A Morphology Perspective,” *Jurnal Bahasa dan Sastra* 12, no.1 (2020): 9.

a. Prefixes

According to Katamba, Prefixes are affixes that come before a root or base.

Table 2.1 Prefix

No.	Prefix	Details
1	be-	(forming derivative verbs with the general meaning of ‘around’) beset, besmear, becloud
2	co- /con- /com-	‘together’ co-operate, co-habit, co-appear, co-opt, combine, conspire
3	ex-	‘former’ ex-miner, ex-wife, ex-leader, ex-director, ex-pupil, ex-pilot
4	mis-	‘wrongly, badly’ mis-understand, mis-manage, mis-read, mis-take, misinform, mis-allocate
5	mal(e)-	‘bad(ly)’ malcontent, malpractice, maladjusted, malefactor, malevolent
6	re-	‘again’ re-think, re-take, re-play, re-examine, re-issue
7	un-	‘negative’ unexciting, unhappy, uncomfortable, unwise, unmanageable, uncool
8	dis-	‘negative, reversive’ (with verbs) disallow, disagree, disapprove, dislike, disaffirm, disbelieve,

		disarm
9	dis-	'negative' (with adjectives) dishonest, dishonourable, uncomfortable
10	in-	'negative' (with adjectives) inarticulate, inactive, inept, inevitable, intangible, innumerable
11	un-	'negative' (with adjectives) unoriginal, unusual, unseemly, unripe, unpleasant, unsavoury, unreliable
12	un-	'reversive' (with verbs) undo, unblock, unpack, unravel, unpick, unseat, unroll, unsaddle

b. Suffixes

According to Katamba, a suffix is an affix attached after a root (or stem or base) like *-ly*, *-er*, *-ist*, *-s*, *-ing*, and *-ed*.¹³

Table 2.2 Suffix

No.	Suffixes	Function	Example
1	-s	3rd person, singular, present	He snore-s
2	-ing	progressive aspect (denoting action in progress)	He is snor-ing
3	-ed	past tense	He snor-ed
4	-s	noun plural marker	road-s
5	-er	comparative adjective/	slow-er, sooner

¹³Francis Katamba, *English Words.*, 39.

		adverb	
6	<i>-est</i>	superlative adjective/ adverb	slow-est, soonest

E. Derivational Morphemes

People are aware that a word can be formed by combining affixes and roots, and that this can result in the formation of a new term with a new meaning, as well as a change in the part of speech of the root, which is known as derivational morphemes. The following provides a more detailed description of derivational morphemes.

1. Definition of Derivational Morphemes

Derivational morphemes, according to Critten, “may occur at the beginning (prefixes) or end (suffixes) of a word and create semantic modifications by modifying the grammatical form of a word”. It means derivational morpheme is the affixes that change the word meaning.¹⁴ According to Fromkin, derivational morphemes are bound morphemes such as *-ify* and *-cation*. They making a different idea or definition of the word when combined with a base. When the suffix *-ify* is added to *pure*, it means "to pure something," but purification when the suffix *-cation* is added meaning "the event of making pure." If we construct an adjective, *pouzy*, to express the static effect of an electric power on hair, the lines "Crawling on that bed really pouzified my hair" and "The greatest way to pouzify your hair is to scrub a balloon right in

¹⁴Sita Maulidina, Furi Indriyani, and Tati Mardewi, “Derivational and Inflectional Morphemes in The Jakarta Post,” *Journal of English Teaching and Research* 4, no.2 (2019): 106.

the hair" will make sense. This requires the maintenance of a list of derivational morphemes in our memories, together with the arrangement governing their attachment to a root or stem. A derived term is created when a derivational morpheme is included.¹⁵

2. The Process of Derivational Morpheme

Table 2.3. Forming a Noun

No	Formula	Details
1	Verb + <i>-ation</i>	'derives nouns of action from verbs': <i>don-ation, reconcili-ation, regul-ation, confiscation, simul-ation</i>
2	Verb + <i>-ant</i>	'person that does whatever the verb means': <i>inhabit-ant, celebr-ant, protest-ant, occup-ant, attend-ant</i>
3	Verb + <i>-ant</i>	'instrument that is used to do whatever the verb means': <i>lubric-ant, stimul-ant, intoxic-ant</i>
4	Verb + <i>-er</i>	'person who does whatever the verb means': <i>teach-er, runn-er, writ-er, build-er, paint-er</i>
5	Verb + <i>-er</i>	'instrument that is used to do whatever the verb means': <i>cook-er, strain-er, drain-er, pok-er</i>

¹⁵Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language.*, 88.

6	Verb + <i>-ing</i>	‘act of doing whatever the verb indicates’: <i>learn-ing, read-ing, writ-ing, sav-ing, rid-ing, wait-ing</i>
7	Verb + <i>-ist</i>	‘derives agent nouns from verbs—one who does X’: <i>cycl-ist, typ-ist, copy-ist</i>
8	Verb + <i>-ion</i>	‘derives nouns of condition or action from verbs’: <i>eros-ion</i> (from <i>erode</i>), <i>corros-ion</i> (from <i>corrode</i>), <i>persuas-ion</i> (from <i>persuade</i>), <i>radiat-ion, promotion</i>
9	Verb + <i>-ment</i>	‘the result or product of the action of the verb; the instrument used to perform the action of the verb’: <i>pave-ment, appoint-ment, accomplish-ment, govern-ment, pay-ment</i>
10	Verb + <i>-ery</i>	‘derives nouns indicating a place where animals are kept or plants grown’: <i>catt-ery, pigg-ery, orang-ery, shrubb-ery</i>
11	Verb + <i>-ery</i>	‘derives nouns indicating place where the action specified by the verb takes place’: <i>bak-ery, cann-ery, brew-ery, fish-ery, refin-ery, tann-ery</i>
12	Verb + <i>-ee</i>	‘(passive) person who undergoes action indicated by the verb’: <i>employ-ee, detain-</i>

		<i>ee, pay-ee, intern-ee</i>
13	Adjective+ <i>-ness</i>	‘forms a noun expressing state or condition’: <i>good-ness, fair-ness, bitterness, dark-ness</i>
14	Adjective + <i>-ity</i>	‘forms a noun expressing state or condition’: <i>timid-ity, banal-ity, pur-ity, antiqu-ity</i>
15	Adjective+ <i>-ship</i>	‘state or condition of being X’: <i>hard~hardship</i>
16	Adjective + <i>-ery</i>	‘having the property indicated by the adjective’: <i>brav-ery, effront-ery, trick-ery, chican-ery</i>
17	Noun + <i>-aire</i>	‘to be possessed of X’: <i>million-aire, doctrin-aire, solit-aire</i>
18	Noun + <i>-acy</i>	‘derives a noun of quality, state or condition from another noun or adjective (normally the base to which it is added also takes the nominal suffix <i>-ate</i>)’: <i>advoc-acy, episcop-acy, intim-acy, accur-acy, obdur-acy</i>
19	Noun + <i>-er</i>	‘a person who practises a trade or profession connected to the noun’: <i>marin-er, geograph-er, football-er, haberdash-er,</i>

		<i>hatt-er</i>
20	Noun + <i>-ery</i>	‘derives nouns indicating general collective sense “-ware, stuff”’: <i>machin-ery, crock-ery, jewell-ery, pott-ery</i>
21	Noun + <i>-let</i>	‘derives a diminutive noun’: <i>pig-let, is-let, riv(u)-let</i>
22	Noun + <i>-ling</i>	‘derives a diminutive noun from another noun’: <i>duck-ling, prince-ling, found-ling</i>
23	Noun + <i>-hood</i>	‘quality, state, rank of being X’: <i>boy-hood, sister-hood, priest-hood</i>
24	Noun + <i>-ship</i>	‘state or condition of being X’: <i>king-ship, craftsman-ship, director-ship, steward-ship</i>
25	Noun + <i>-ism</i>	‘forms nouns which are the name of a theory, doctrine or practice’: <i>femin-ism, capital-ism, Marx-ism, structural-ism</i>
26	Noun + <i>-ist</i>	‘adherent to some <i>-ism</i> , a protagonist for X, an expert on X’ (usually a base that takes <i>-ist</i> also takes <i>-ism</i>): <i>femin-ist, capital-ist, Marx-ist, structural-ist</i>

According to the table 2.3, root or base ending with morphemes or suffix *-ation, -ant, -er, -ing, -ist, -ion, -ment, -ery, -ee, -ness, -ity, -ship, -aire, -acy, -let, -ling, -hood, and -ism* are tend to form a noun.

Table 2.3 Forming a Verb

No	Formula	Details
1	Noun+ <i>-ate</i>	‘derives verbs from nouns’: <i>regul-ate</i> , <i>capacit-ate</i> , <i>don-ate</i>
2	Noun+ <i>-ise/-ize</i>	‘to bring about whatever the noun signals’: <i>colon-ise</i> , <i>American-ise</i> , <i>computer-ise</i>
3	Noun+ <i>-ise/-ize</i>	‘put in the place or state indicated by the noun’: <i>hospital-ise</i> , <i>terror-ise</i> , <i>jeopard-ise</i>
4	Adjective+ <i>-ate</i>	‘cause to become, do etc. whatever the adjective indicates’: <i>activ-ate</i> (<active) <i>equ-ate</i> (<equal)
5	Adjective+ <i>-ise</i>	‘cause to become whatever the adjective indicates’: <i>tranquill-ise</i> , <i>modern-ise</i> , <i>steril- ise</i> , <i>stabil-ise</i> , <i>civil-ise</i> , <i>familiar-ise</i>
6	Verb+ <i>-er</i>	‘adds frequent or iterative meaning to verbs’: <i>chatt-er</i> , <i>patt-er</i> , <i>flutt-er</i>

According to the table 2.4, root ending with suffix or morphemes –
ise, *-ize*, *-ate*, *-er* tend to form a verb.

Table 2.5 Forming an Adjective

No	Formula	Details
1	Verb+ <i>-ing</i>	‘in the process or state of doing whatever the verb indicates’: <i>wait-ing</i> (as in <i>waiting car</i>) <i>stand-ing</i> (as in <i>standing passengers</i>)
2	Verb+ <i>-ise/-ize</i>	‘to bring about whatever the adjective signals’: <i>real-ise</i> , <i>neutral-ise</i> , <i>fertil-ise</i> , <i>immun-ise</i>
3	Verb+ <i>-ive</i>	‘having the tendency to X; having the quality character of X; given to the action of Xing’: <i>act-ive</i> , <i>pens-ive</i> , <i>indicat-ive</i> , <i>evas-ive</i> , <i>product-ive</i> , <i>representat-ive</i>
4	Verb+ <i>-able</i>	‘able to be X-ed’: <i>read-able</i> , <i>govern-able</i> ; <i>manage-able</i> , <i>do-able</i>
5	Verb+ <i>-ing</i>	‘the act of doing whatever the verb signifies’: <i>sail-ing</i> , <i>sing-ing</i> , <i>fight-ing</i> , <i>writ-ing</i>
6	Noun+ <i>-al</i>	‘pertaining to X’: <i>autumn-al</i> , <i>dent-al</i> , <i>division-al</i> , <i>recreation-al</i> , <i>tradition-al</i> , <i>medicin-al</i>
7	Noun+ <i>-ate</i>	‘derives adjectives denoting state’: <i>intim-ate</i> , <i>accur-ate</i> , <i>obdur-ate</i> (There is normally a corresponding noun ending in -

		<i>acy</i> , e.g. <i>intim-acy</i> , <i>accur-acy</i> , <i>obdur-acy</i> .)
8	Noun+ <i>-ish</i>	‘having the (objectionable) nature, qualities or character of X’: <i>lout-ish</i> , <i>fiend-ish</i> , <i>freak-ish</i> , <i>child-ish</i> , <i>mother henn-ish</i>
9	Noun+ <i>-less</i>	‘without X’: <i>joy-less</i> , <i>care-less</i> , <i>fear-less</i> , <i>child-less</i>
10	Noun+ <i>-ful</i>	‘filled with X’: <i>joy-ful</i> , <i>care-ful</i> , <i>fear-ful</i> , <i>cheer-ful</i>
11	Noun+ <i>-(i)an</i>	‘associated with whatever the noun indicates’: <i>Chomsky-an</i> , <i>Dominic-an</i> , <i>suburb-an</i> , <i>Trinidad-(i) an</i> , <i>Canad-(i) an</i> , <i>Ghana-(i) an</i> , <i>reptil-(i) an</i> , <i>mammal-(i) an</i>
12	Noun+ <i>-some</i>	‘forms adjectives from verbs, having quality X’: <i>quarrel-some</i> , <i>trouble-some</i> , <i>tire-some</i> .
13	Adjective+ <i>-ish</i>	‘having the property of being somewhat X’: <i>narrow-ish</i> , <i>blu-ish</i> , <i>pink-ish</i>

According to the table 2.5, root or base ending with suffix or morphemes *-ize*, *-ing*, *-ive*, *-able*, *-al*, *-ate*, *-ish*, *-less*, *-ful*, *-(i)an*, *-some* tend to form an adjective.

Table 2.6 Forming an Adverb

No	Formula	Details
1	Adjective+ly	‘forms adverbs from adjectives’: <i>usual-ly, busi-ly, proud-ly, loud-ly, grateful-ly</i>

According to the table 2.4, root ending with suffix or morphemes – *ly*, tend to form an adverb.¹⁶

Based from Fromkin prefix did not change the word class from the base word. There are 9 derivational morpheme processes that is showed in the figure bellow:

Figure 1: Victoria Fromkin derivational morpheme

Noun to Adjective boy + -ish virtu + -ous Elizabeth + -an pictur + -esque affection + -ate health + -ful alcohol + -ic	Verb to Noun acquitt + -al clear + -ance accus + -ation sing + -er conform + -ist predict + -ion	Adjective to Adverb exact + -ly
Noun to Verb moral + -ize vaccin + -ate hast + -en	Adjective to Noun tall + -ness specific + -ity feudal + -ism free + -dom	Verb to Adjective read + -able creat + -ive migrat + -ory run(n) + -y
Some derivational suffixes do not cause a change in grammatical class. Prefixes never do.		
Noun to Noun friend + -ship human + -ity king + -dom New Jersey + -ite vicar + -age Paul + -ine America + -n humanit + -arian mono- + theism dis- + advantage ex- + wife auto- + biography	Verb to Verb un- + do re- + cover dis- + believe auto- + destruct	Adjective to Adjective pink + -ish red + -like a- + moral il- + legal in- + accurate un- + happy semi- + annual dis- + agreeable sub- + minimal

¹⁶ Francis Katamba, *English Words.*, 44–46.

¹⁷ Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language.*, 89.

CHAPTER III

RESEARCH METHOD

A. Type and Characteristic of The Research

This research will be conducted by analyzing the morphological processes of derivational morpheme found in the background of the study written by students of IAIN Metro so that this research type is a literature study.

According to Creswell, Qualitative research is one of the research types that can be used in education scope beside quantitative and class room research. In qualitative research, the researcher made interpretation of the data. This included developing a description of an individual or setting, analyzing data from themes or categories, and finally making an interpretation or drawing conclusion about its meaning personally and theoretically.¹⁸

This research is descriptive qualitative in nature, as the data interpretation and analysis are described descriptively. A qualitative study is one that aims to describe, learn, and explain a phenomenon. By explaining and examining phenomena through narrative, one might gain a better understanding of them. It refers to the study technique that yields descriptive data, either written or spoken, from participants, as well as observed behavior. It is also a descriptive research that proposes gathering current facts, identifying problems, making comparisons or evaluations, and learning from the experiences of others in order to make a choice. The researcher will describe the derivational

¹⁸ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (London: Sage Publication, 2009), 4.

morpheme process in the background of the study of undergraduate thesis written by IAIN Metro students.

B. Data Sources

As it is explained by Donal Ary that primary source are original documents, relics, remian, or artifact. Then, secondary source is secondhand description written by someone who may have heard about an event from others but did not directly experience.¹⁹ In this research, there are two kinds of data that will be used by the researcher. They are the main or primary data and the supporting or secondary data.

1. Primary sources

According to Kalof, if the resaercher collect her own data by making first-hand observation, the type of data is primary.²⁰ The term "primary source" refers to the base data or materials upon which research is conducted. They are either direct evidence or proof pertaining to the subject at hand. They give material in its entirety, without interpretation, condensing, or evaluating it by other writers. The primary data are gained by taking 10 background of study written by students of English Education Department of IAIN Metro in the Academic Year of 2020/2021.

¹⁹ Zina O'Leary, *The Essential Guide to Doing Your Research Project*, 3rd ed. (London: Sage Publication, 2017), 443.

²⁰ Linda Kalof, Amy Dan, and Thomas Dietz, *Essentials of Social Research* (England: Open University Press, 2008), 39.

2. Secondary sources

According to Bruce, secondary sources involve the oral or written testimony of people not immediately present at the time of a given event. They are documents written or objects created by others that relate to a specific research question or area of research interest.²¹ A secondary source is one that provides interpretation or analysis of main sources. They may explain primary materials and frequently do so in order to bolster a particular explanation or analysis or to convince the reader to accept a particular viewpoint. Journals, e-books, and articles pertinent to the subject are all examples of secondary sources.

C. Data Collecting Technique

As previously said, a research study is dependent on data that the researcher collects in order to substantiate the study's conclusions.²² The researcher takes the data from background of study made by college students of English faculty in IAIN Metro in The Academic Year of 2020/ 2021. Therefore, the researcher offered instruments in collecting the data are as follows:

1. Documentation

In collecting the data, the researcher needed the instrument. The instrument that used by the researcher is documentation. Meanwhile, Zina argues, "The term "document" can refer to more than just paper and can

²¹ Bruce L. Berg and Howard Lune, *Qualitative Research Methods for the Social Sciences*, Ninth edition, Books a La Carte (Boston: Pearson, 2017), 161.

include photographs, works of art and even television program.”²³ During the process of research, the qualitative researcher may collect document, in the documentation, the researcher will take the data from academic writing of the undergraduate thesis in “CHAPTER I” specifically in the part of background of study made by student. The researcher will analyze the derivational morpheme from the document in Background of Study in Undergraduate thesis written by Students of English Education Department of IAIN Metro in Academic Year of 2020/ 2021.

2. Observation

Observation is another versatile approach to data collection. This approach relies on the direct observation of the construct of interest, which is often some type of behavior.²⁴ It is inferred that observation is a useful method for collecting data. The process of finding or obtaining such information must be objectively, real and accountable. In this research, the researcher observed the data from undergraduate thesis written by the students of English Department of IAIN Metro.

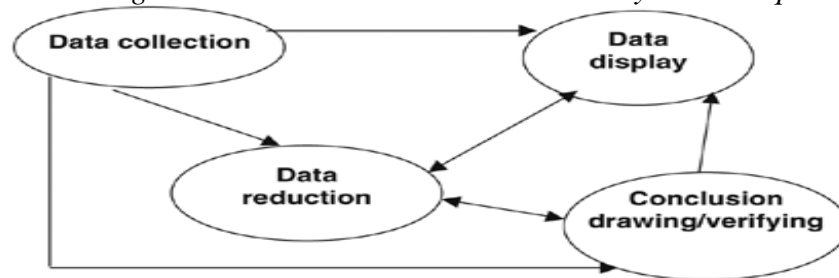
²³ O’Leary, *The Essential Guide to Doing Your Research Project.*, 177.

²⁴ Geoffrey R. Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology*, Essentials of Behavioral Science Series (Hoboken, N.J: John Wiley & Sons, 2005), 119.

D. Data Analysis Technique

The researchers employed methodologies from book *Qualitative Data Analysis* in this investigation. Analyzing the data entails four processes. According to Miles and Huberman, qualitative analysis data entails four steps: data gathering, data reduction, data visualization, and conclusion drawing/verification.²⁵

Figure 2: Miles and Huberman data analysis technique



To begin, the researcher gathered data. The data for this study were gathered by searching for derivational morphemes in the background of a study written by IAIN Metro students. Second, after data collection is complete, the data is shown, and the third phase, data reduction, is used to pick the data that required to be received. The final stage of data analysis is finishing the data; this is accomplished by evaluating and providing meaning to the data descriptively, as well as drawing conclusions from the reduced and analyzed data.

²⁵Matthew B. Miles and A. Michael Hubberman, *Qualitative Data Analysis*, 2nd ed. (Sage Publication, 1994), 12.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Types of Derivational Morpheme

First of all, the researcher presents the types of derivational morpheme in the background of study in undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. There are four types of derivational morpheme which are forming nouns, forming verbs, forming adjectives, forming adverb.

Those are as follows:

a. Forming Noun

Forming noun is one of pattern in derivational morpheme that change the root becoming a new morpheme by combining one or more affix with another morpheme and will function as a noun. There are three patterns of derivational morpheme forming noun that the researcher found in the undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. Those are verb to noun, adjective to noun, noun to noun. Here, the researcher would present derivational morpheme forming noun as a table below:

Table 4.1 The Derivational Morphemes Forming Noun

No	Formula	Derivational
1	Verb+ation	<i>Information, Variation, combination, conversation, transportation, formation, Limitation, categorization</i>
2	Verb+er	<i>Speaker, Viewer, Owner, reader, learner, teacher</i>
3	Verb+ence	<i>Occurrence, Existence, confidence</i>
4	Verb+ance	<i>Accordance, utterance, Appearance</i>
5	Verb+ment	<i>Development, Achievement</i>
6	Re+ Verb+ation	<i>Representation</i>
7	Verb+tion	<i>Communication, Education, Interaction, Punctuation, Addition, Contribution, Motivation, Selection, Instruction, Expression, Relation, Definition, Concentration</i>
8	Adjective+ity	<i>Activity, Reality, Security</i>
9	Adjective+y	<i>Difficulty</i>
10	In+ Adjective+ity	<i>Incompatibility</i>
11	In+Noun	<i>Inability</i>
12	Mis+Noun	<i>Mismatch</i>
13	Dis+Noun	<i>Disobedience, disorder</i>
14	Sub+Noun	<i>Subdivision</i>
15	Noun+age	<i>Percentage</i>
16	Noun+ship	<i>Relationship</i>
17	Noun+cy	<i>Diplomacy</i>

18	Noun+ <i>er</i>	<i>Researcher</i>
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Based from the table above root ending with *suffix –ship, -tion, -ation, -ty, -er, -ence, -y, -ment, -ity, -age* and *–cy* tend to form a noun. In addition some prefix found from the data did not change the form or word class from the root or based word. Those prefix are *mis-, dis-, sub-* and *in-*.

b. Forming Verb

Forming verb is one of pattern in derivational morpheme that changes the root becoming a new morpheme by combining one or more affix with another morpheme and will function as a verb. There are one patterns of derivational morpheme forming verb that the researcher found in the undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. That is adjective to verb in the words “socialize” root ending with suffix *–ize* tend to form a verb.

c. Forming Adjective

Forming Adjective is one of pattern in derivational morpheme that change the root becoming a new morpheme by combining one or more affix with another morpheme and will function as an Adjective. There are three patterns of derivational morpheme forming Adjective that the researcher found in the undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. Those are verb to adjective, noun to adjective and

adjective to adjective. Here, the researcher would present derivational morpheme forming adjective as a table below:

Table 4.2 The Derivational Morphemes Forming Adjective

No	Formula	Derivational
1	Noun+ <i>tic</i>	<i>systematic, prophetic</i>
2	Noun+ <i>ic</i>	<i>Arabic, Linguistic, Islamic</i>
3	Noun+ <i>less</i>	<i>Headless</i>
4	Noun+ <i>ate</i>	<i>Passionate</i>
5	Noun+ <i>an</i>	<i>Indonesian</i>
6	Noun+ <i>al</i>	<i>Situational, environmental, verbal, personal, logical, instructional, mechanical, national</i>
7	Noun+ <i>ful</i>	<i>Colorful, powerful</i>
8	Verb+ <i>able</i>	<i>Suitable</i>
9	Verb+ <i>ful</i>	<i>Useful</i>
10	Verb+ <i>ive</i>	<i>Communicative, interactive, reflective</i>
11	<i>Un</i> +Adjective	<i>Unable</i>
12	<i>In</i> +Adjective	<i>Insufficient, inaccurate, insufficient, informal</i>
13	<i>Sub</i> +Adjective	<i>Subconscious</i>

Based from the table above root ending with suffix *-al*, *-ual*, *-tic*, *-ic*, *-less*, *-an*, *-ate*, *-ous*, *-ent*, *-able*, *-ful*, and *-ive* tend to form an adjective. In addition some prefix found from the data did not change the form or word class from the root or based word. Those prefix are *un-*, *sub-* and *in-*.

d. Forming Adverb

Forming Adverb is one of pattern in derivational morpheme that change the root becoming a new morpheme by combining one or more affix with another morpheme and will function as an Adverb. There is one patterns of derivational morpheme forming Adverb that the researcher found in the undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. That is adjective to adverb. Here, the researcher would present derivational morpheme forming adverb as a table below:

Table 4.3 The Derivational Morphemes Forming Adverb

No	Formula	Derivational
1	Adjective+ly	<i>Significantly, directly, positively, linguistically, commonly, naturally, mainly, clearly, typically, visually, grammatically, simply, semantically, generally, successfully, especially</i>

Based from the table above root ending with suffix *-ly* tend to form an adverb.

2. The Most Dominant Use of Derivational Morpheme

a. Derivational Morpheme Forming Noun

The researcher collected the data by visiting the library at IAIN Metro and by looking for 10 undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. The most dominant types of derivational morpheme forming noun found in the background of study in students

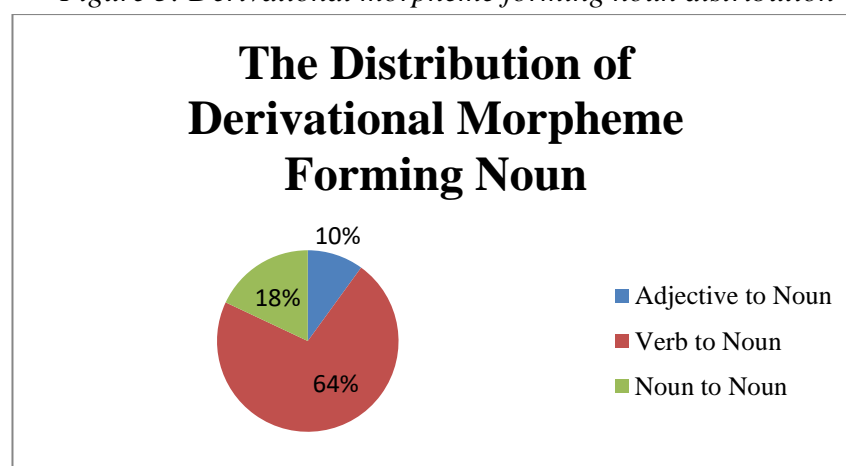
undergraduate thesis of English department of IAIN Metro is presented the following table:

Table 4.4 The Distribution of Derivational Morpheme Forming Noun

No.	Derivational Pattern	Occurrences
1.	Verb to Noun	36
2.	Adjective to Noun	5
3.	Noun to Noun	9
	Total	50

From the table above, the researcher got the frequency of the distribution of derivational morpheme forming noun found in the undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. in addition, the researcher described the result of the research in a chart as followed:

Figure 3: Derivational morpheme forming noun distribution



Based from the result above, it shows that the verb to noun pattern is the most dominant derivational morpheme. There are 36 derivational morpheme verb to nouns pattern distributed in the background of study in undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021 and it has the percentage about 72%. Then, it is followed by noun to noun pattern. There are 9 noun to noun pattern and it has percentage about 18%. The last is adjective to noun pattern. There are only 5 adjective to noun pattern it has the percentage about 10%.

b. Derivational Morpheme Forming Verb

The researcher collected the data by visiting the library at IAIN Metro and by looking for 10 undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. The most dominant types of derivational morpheme forming verb found in the background of study in students undergraduate thesis of English department of IAIN Metro. Based from the result, the researcher got the frequency of the distribution of derivational morpheme forming verb. It shows there is only 1 derivational morpheme forming verb found in the background of study in the background of study in undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021.

c. Derivational Morpheme Forming Adjective

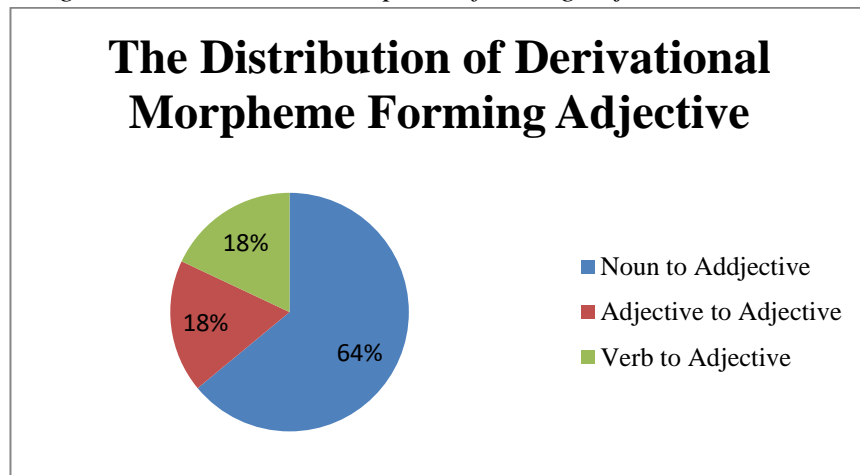
The researcher collected the data by visiting the library at IAIN Metro and by looking for 10 undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. The most dominant types of derivational morpheme forming Adjective found in the background of study in students undergraduate thesis of English department of IAIN Metro is presented the following table:

Table 4.5 The Distribution of Derivational Morpheme Forming Adjective

No.	Derivational Pattern	Occurrences
1.	Verb to Adjective	5
2.	Noun to Adjective	18
3.	Adjective to Adjective	5
	Total	28

From the table above, the researcher got the frequency of the distribution of derivational morpheme forming adjective found in the undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. in addition, the researcher described the result of the research in a chart as followed:

Figure 4: Derivational morpheme forming adjective distribution



d. Derivational Morpheme Forming Adverb

The researcher collected the data by visiting the library at IAIN Metro and by looking for 10 undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. The most dominant types of derivational morpheme forming adverb found in the background of study in students undergraduate thesis of English department of IAIN Metro. Based from the result, the researcher found 16 derivational morpheme “adjective to adverb” in background of study in undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021.

B. Discussion

1. Types of Derivational Morpheme

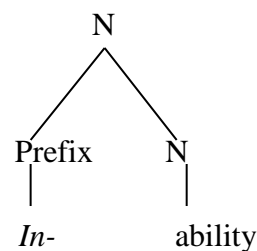
a. Forming Noun

Forming noun is one of pattern in derivational morpheme that change the root becoming a new morpheme by combining one or more affix with another morpheme and will function as a noun. For example, the word relation (Noun) is formed by relate (Verb) and -tion (suffix). There are three patterns of derivational morpheme forming noun that the researcher found in the undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. Those are verb to noun, adjective to noun, noun to noun. Here, the researcher would present derivational morpheme forming noun. Those are as follows:

1) Noun to Noun

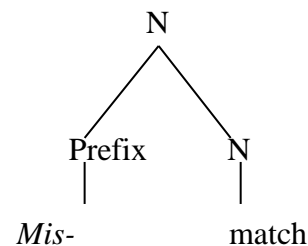
a) "...the *inability* to develop ideas."

The morphological process of *inability* (N) is *ability* (N), and then it is combined with *In-* (prefix). The morpheme *ability* is a free morpheme because it can stand alone. Then, the prefix *In-* is bound morpheme because it cannot stand alone.



- b) "...*mismatch* in the choice of teaching media and teaching strategies."

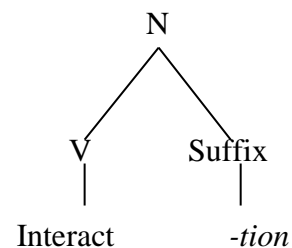
The morphological process of *mismatch* (N) is *match* (N), and then it is combined with *mis-* (prefix). The morpheme *match* is a free morpheme because it can stand alone. Then, the suffix *mis-* is bound morpheme because it cannot stand alone.



2) Verb to Noun

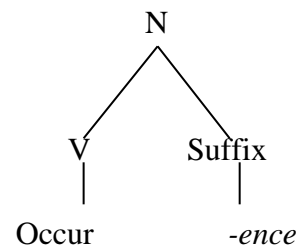
- a) "...but it is because social *interaction* activity that they do very diverse."

The morphological process of *interaction* (N) is *interact* (V), and then it is combined with *-tion* (suffix). The morpheme *interact* is a free morpheme because it can stand alone. Then, the suffix *-tion* is bound morpheme because it cannot stand alone.



- b) “The *occurrence* of language variation...”

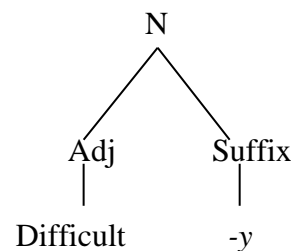
The morphological process of *occurrence* (N) is *occur* (V), and then it is combined with *-ence* (suffix). The morpheme *occur* is a free morpheme because it can stand alone. Then, the suffix *-ence* is bound morpheme because it cannot stand alone.



3) Adjective to Noun

- a) “...*difficulty* in applying the concept of writing mechanism...”

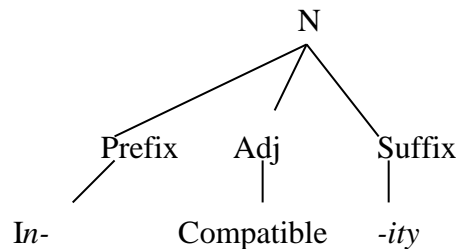
The morphological process of *difficulty* (N) is *difficult* (Adj), and then it is combined with *-y* (suffix). The morpheme *difficult* is a free morpheme because it can stand alone. Then, the suffix *-y* is bound morpheme because it cannot stand alone.



- b) “...*incompatibility* of teaching technique...”

The morphological process of *incompatibility* (N) is *compatible* (Adj), and then it is combined with *-ity* (suffix) and *In-* (prefix). The morpheme *compatible* is a free morpheme

because it can stand alone. Then, the suffix *-ity* and *In-* (prefix) are bound morpheme because it cannot stand alone.



b. Forming Verb

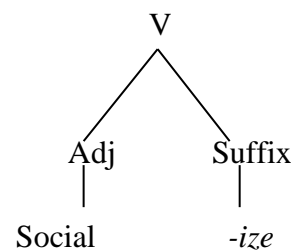
Forming verb is one of pattern in derivational morpheme that change the root becoming a new morpheme by combining one or more affix with another morpheme and will function as a verb. There are two patterns of derivational morpheme forming verb that the researcher found in the undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. Those are noun to verb and adjective to verb. Here, the researcher would present derivational morpheme forming verb. Those are as follows:

1) Adjective to Verb

“The benefit of English mastery is to be able to *socialize* with...”

The morphological process of *socialize* (V) is *Social* (Adj), and then it is combined with *-ize* (suffix). The morpheme

social is a free morpheme because it can stand alone. Then, the suffix *-ize* is bound morpheme because it cannot stand alone.



c. Forming Adjective

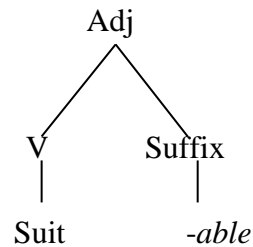
Forming Adjective is one of pattern in derivational morpheme that change the root becoming a new morpheme by combining one or more affix with another morpheme and will function as an Adjective. There are three patterns of derivational morpheme forming Adjective that the researcher found in the undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. Those are verb to Adjective, noun to adjective and adjective to adjective. Here, the researcher would present derivational morpheme forming adjective. Those are as follows:

1) Verb to Adjective

a) “Video is *suitable* for training pronunciation...”

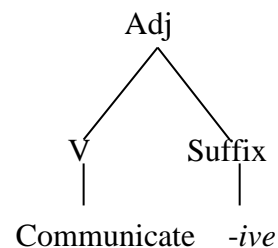
The morphological process of *suitable* (Adj) is *suit* (V), and then it is combined with *-able* (suffix). The morpheme *suit* is a

free morpheme because it can stand alone. Then, the suffix *-able* is bound morpheme because it cannot stand alone.



b) "...in a particular *communicative* situation..."

The morphological process of *communicative* (Adj) is *communicate* (V), and then it is combined with *-ive* (suffix). The morpheme *communicate* is a free morpheme because it can stand alone. Then, the suffix *-ive* is bound morpheme because it cannot stand alone.

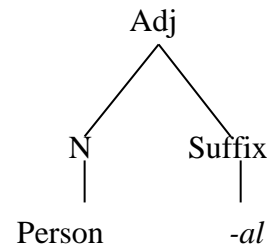


2) Noun to Adjective

a) "...but also in social life or *personal* life."

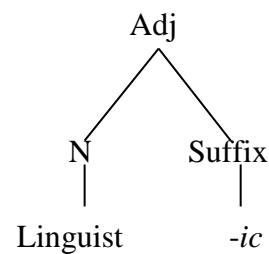
The morphological process of *personal* (Adj) is *person* (N), and then it is combined with *-al* (suffix). The morpheme *person* is a free morpheme because it can stand alone. Then,

the suffix – *al* is bound morpheme because it cannot stand alone.



b) “...low contribution of *linguistic*...”

The morphological process of *linguistic* (Adj) is *linguist* (N), and then it is combined with –*ic* (suffix). The morpheme *linguist* is a free morpheme because it can stand alone. Then, the suffix – *ic* is bound morpheme because it cannot stand alone.

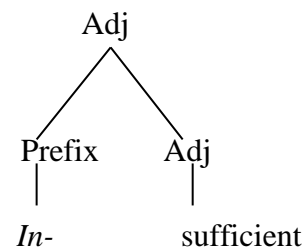


3) Adjective to Adjective

a) “...student pronunciation is also caused by *insufficient* grammar mastery

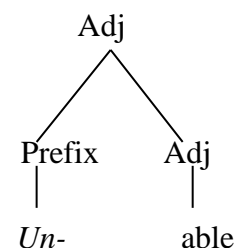
The morphological process of *insufficient* (Adj) is *sufficient* (Adj), and then it is combined with *In-* (prefix). The morpheme *sufficient* is a free morpheme because it can stand alone. Then,

the prefix *In-* is bound morpheme because it cannot stand alone.



b) "...students who are *unable* to reach the passing grade."

The morphological process of *unable* (Adj) is *able* (Adj), and then it is combined with *Un-* (prefix). The morpheme *able* is a free morpheme because it can stand alone. Then, the prefix *Un-* is bound morpheme because it cannot stand alone.



d. Forming Adverb

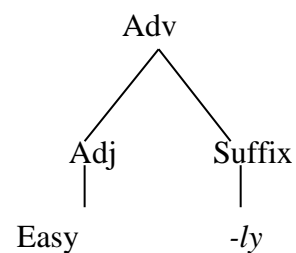
Forming Adverb is one of pattern in derivational morpheme that change the root becoming a new morpheme by combining one or more affix with another morpheme and will function as an Adverb. There is one patterns of derivational morpheme forming Adverb that the researcher found in the undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of

2020/ 2021. That is Adjective to adverb. Here, the researcher would present derivational morpheme forming Adverb. Those are as follows:

1) Adjective to Adverb

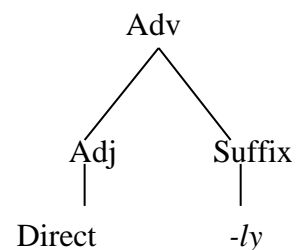
a) "...the reader can understand them easily and *clearly*."

The morphological process of *clearly* (Adv) is *clear* (adj), and then it is combined with *-ly* (suffix). The morpheme *clear* is a free morpheme because it can stand alone. Then, the suffix *-ly* is bound morpheme because it cannot stand alone.



b) "...so the researcher investigated the data *directly*..."

The morphological process of *directly* (Adv) is *direct* (adj), and then it is combined with *-ly* (suffix). The morpheme *direct* is a free morpheme because it can stand alone. Then, the suffix *-ly* is bound morpheme because it cannot stand alone.



2. The Most Dominant use of Derivational Morpheme

The researcher collected the data by visiting the library at IAIN Metro and by looking for 10 undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021. In addition, during the process of research, the researcher specify the data that related to use of derivational morpheme in students undergraduate thesis by referring to the research question in order to investigate the most dominant type of derivational morpheme found in student's undergraduate thesis of English department of IAIN Metro. The most dominant types of derivational morpheme found in students undergraduate thesis of English department of IAIN Metro is explained in the following table:

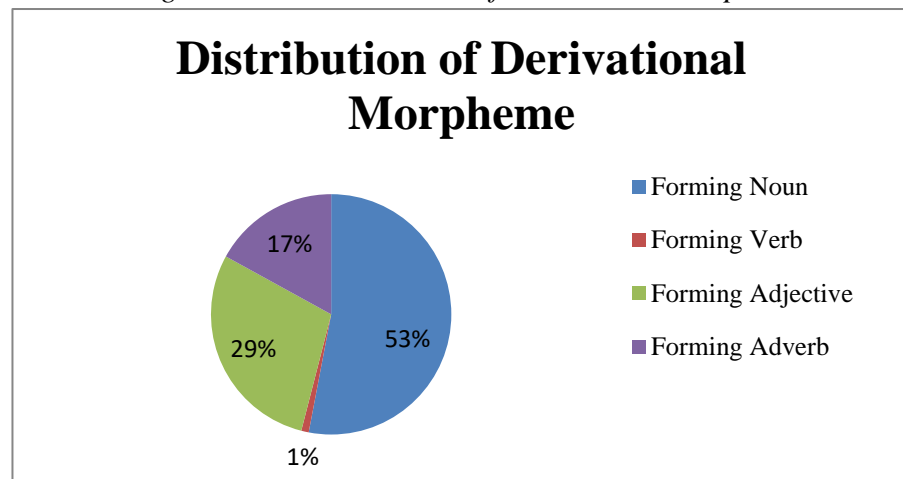
Table 4.6 The Distribution of Derivational Morphemes

No.	Types of Derivational Morpheme	Occurrences
1.	Forming Noun	50
2.	Forming Verb	1
3.	Forming Adjective	28
4.	Forming Adverb	16
	Total	95

From the table above, the researcher got the frequency of the distribution of derivational morpheme found in the background of study in undergraduate thesis written by students of English Education Department

of IAIN Metro in the Academic Year of 2020/ 2021. in addition, the researcher described the result of the research in a chart as followed:

Figure 5: The distribution of derivational morpheme



From the result, it shows that forming noun is the most dominant derivational morpheme. There are 50 derivational morpheme forming nouns distributed in the background of study in undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021 and it has the percentage about 53%. Then, it is followed by forming adjective. There are 28 forming adjective and it has percentage about 29%. The next is forming adverb. There are 16 forming adverb and it has percentage about 17%. The last one is forming verb. There are only 1 forming verb found in the background of study in undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021 and it has the percentage about 1%.

Based on previous research that was conducted by Riana Rizkia entitled "An Analysis of Derivational and Inflectional Morphemes in Deen

Squad Lyrics”. The objective of this research is aimed to describe the dominant type of derivational and inflectional in the songs. Based on the result of this research there are 17 total derivational morpheme and founded 3 types of derivational morphemes. Those are forming noun (10), forming verb (1), and forming adjective (6). From this result the most dominant use of derivational morpheme is forming noun with 10 occurrences. It is showed that this research support the prior research. Forming noun was the most dominant derivational morpheme. In this research it was found that there were 50 derivational morphemes forming noun, 28 forming adjective, 16 forming adverb, and 1 forming verb.

Nevertheless another prior research that was conducted by Maharani Sri Aryati entitled “An Analysis Of Derivational Affixes in The Land Of Five Towers Novel By A. Fuadi Translated By Angie Kilbane” there are four types of derivational morphemes. Those are forming noun (229), forming verb (18), forming adjective (208), and forming adverb (249). From this result the most dominant use of derivational morpheme is forming adverb with 249 occurrences. Based on the prior research the result is different from this undergraduate thesis. It was found that forming adverb is the most dominant derivational morpheme in the prior research objects.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter the researcher discusses about the conclusion of this research entitled *An Analysis Of Derivational Morpheme In The Background Of Study In Undergraduate Thesis Written By Students Of English Education Department Of IAIN Metro In Academic Year Of 2020/ 2021*. The source of conclusion is taken from the research result and discussion that had been analyzed by the researcher.

Firstly is the type of derivational morpheme. The researcher analyzed four types of derivational morpheme. Those are derivational morpheme forming noun (base morpheme ending with *suffix –ship, -tion, -ation, -ty, -er, -ence, -y, -ment, -ity, -age* and *–cy* tend to form a noun), forming verb (base morpheme ending with *suffix –ize*, forming adjective (base morpheme ending with *suffix -al, -ual,-tic, -ic,-an, -less, -ate, -ous, -ent, -able, -ful, and -ive* tend to form an adjective) and forming adverb (base morpheme ending with *suffix –ly* tend to form an adverb). In the background of study in undergraduate thesis written by students of English education department of IAIN Metro in Academic Year of 2020/ 2021, the researcher found that some suffix in derivational morpheme tend to change the word class of the base morpheme or words.

In addition some prefix in derivational morphemes found in the background of study in undergraduate thesis written by students of English education department of IAIN Metro in Academic Year of 2020/ 2021 did not change the word class. Those prefix are *mis-*, *dis-*, *in-*, in forming a noun and *un-*, *sub-*, *in-* in forming an adjective.

Secondly, forming noun become the most dominant derivational morpheme found in the background of study in undergraduate thesis written by students of English education department of IAIN Metro in Academic Year of 2020/ 2021. There are 50 derivational morpheme forming nouns distributed and it has the percentage about 53%. Then, it is followed by forming adjective. There are 28 forming adjective and it has percentage about 29%. The next is forming adverb. There are 16 forming adverb and it has percentage about 17%. The last one is forming verb. There are only 1 forming verb found in the background of study in undergraduate thesis written by students of English Education Department of IAIN Metro in the Academic Year of 2020/ 2021 and it has the percentage about 1%.

B. Suggestion

From the conclusion above, the researcher write some suggestions.

The following suggestions are as follows:

1. For the students

The students especially for English Students Department should learn more about derivational morpheme because it can help the student to understand the word formation in morpheme and enrich their vocabulary.

2. For the teacher

The teacher and educator should give the student experience and material about derivational morpheme. So, the student can have deeper understanding in how word is formed.

3. For further researcher

The researcher expects that the result of this study will help them in studying the derivational morpheme or using this research as a reference for their research and expect the further researcher will try to make a research about a topic that has connection with derivational morpheme such as learning method for teaching derivational morpheme.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN IZIN RISET
Nomor : P.48/In.28/U.1/OT. 1/11/2020**

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Nomor : B-2884/In.28.1/J/TL.00/11/2020 tanggal 05 November 2020 tentang Permohonan izin pra-survey penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : DAYU FIRMANSYAH
NPM : 1601070073
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan pra-survey penelitian yang berjudul : "AN ANALYSIS OF DERIVATIONAL MORPHEME FOUND IN THE BACKGROUND OF STUDY IN RESEARCH PROPOSALS MADE BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN JURAI SIWO METRO IN ACADEMIC YEAR OF 2018/2019" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 17 November 2020
Kepala Perpustakaan,

Drs. Mokhtari Sudin, M.Pd.
NIP. 195808311981031001





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2884/In.28.1/J/TL.00/11/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA PERPUTAKAAN IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

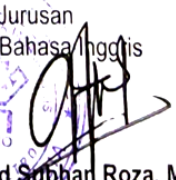
Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **DAYU FIRMANSYAH**
NPM : 1601070073
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF DERIVATIONAL MORPHEME FOUND IN THE
BACKGROUND OF STUDY IN RESEARCH PROPOSALS MADE
BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN
JURAI SIWO METRO IN ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di PERPUTAKAAN IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 November 2020
Ketua Jurusan
Pendidikan Bahasa Inggris

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Dayu Firmansyah Fakultas/Jurusan : FTIK / TBI
NPM : 1601070073 Semester/TA : X / 2021

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	29/06-2021	✓	<i>Ace Huseinorla</i>	

Diketahui :
Kepala Jurusan TBI

Anlianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Mahrus As'ad, M. Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp (0725) 41507, Fax (0725) 47296 Email: stajusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Dayu Firmansyah Fakultas/Jurusan : FTIK / TBI
NPM : 1601070073 Semester/TA : X / 2021

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Friday 05/03/2021	✓	Chapter 1	
2.	Friday 02/04-2021	✓	Revisi Chapter 1-3	
3.	Monday 12/04-2021	✓	Revisi Chapter 1-2	
4.	Monday 19/04-2021	✓	Acc seminar proposal	

Diketahui :
Kepala Jurusan TBI

Angianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Linda Septivana, M. Pd
NIDN. 2016099001



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Pengajuan Seminar**

Kepada Yth,
Kepala Jurusan Pendidikan Bahasa Inggris
Institut Agama Islam Negeri (IAIN) Metro
Di-
tempat

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka proposal skripsi yang disusun oleh:

Nama : Dayu Firmansyah
NPM : 1601070073
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
Judul Skripsi : AN ANALYSIS OF DERIVATIONAL MORPHEME FOUND
IN THE BACKGROUND OF STUDY IN RESEARCH
PROPOSALS MADE BY STUDENTS OF ENGLISH
EDUCATION DEPARTMENT OF IAIN JURAI SIWO METRO
IN ACADEMIC YEAR OF 2018/2019

Sudah kami setuju dan dapat diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

Pembimbing I

Dr. Mahrus As'ad M.Ag
NIP. 19611221 199603 1 001

Metro, 30 Juli 2021

Pembimbing II

Linda Septiyana, M.Pd
NIDN. 2016099001

The Head of English Education Department

Andrianto, M.Pd
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS OF DERIVATIONAL MORPHEME FOUND IN
THE BACKGROUND OF STUDY IN RESEARCH PROPOSALS
MADE BY STUDENTS OF ENGLISH EDUCATION
DEPARTMENT OF IAIN JURAI SIWO METRO IN ACADEMIC
YEAR OF 2018/2019

Name : Dayu Firmansyah

Students Number : 1601070073

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in *seminar* in Tarbiyah Faculty and Teachers Training of State Institute
of Islamic Studies (IAIN) of Metro.

Sponsor,

Dr. Mahrus As'ad M.Ag
NIP. 19611221 199603 1 001

Metro, 30 July 2021
Co-Sponsor,

Linda Septivana, M.Pd
NIDN. 2016099001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

No:

The Research Proposal entitled AN ANALYSIS OF DERIVATIONAL MORPHEME FOUND IN THE BACKGROUND OF STUDY IN UNDERGRADUATE THESIS MADE BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO IN ACADEMIC YEAR 2020/2021 by: Dayu Firmansyah, Student Number: 1601070073, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on September 28th 2021 at 13.00-14.30 WIB.

BOARD OF EXAMINERS

Chairperson : Dr. Mahrus As'ad, M.Ag.

()

Examiner I : Dr. Widhiya Ninsiana, M.Hum.

()

Examiner II : Linda Septiyana, M.Pd

()

Secretary : Yeni Suprihatin, M.Pd.

()

Head of English Education Department

()

Anliantq, M.Pd
NIP. 198711022015031004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0706/In.28.1/J/TL.00/03/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Linda Septiyana (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **DAYU FIRMANSYAH**
NPM : 1601070073
Semester : 12 (Dua Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF DERIVATIONAL MORPHEME FOUND IN THE
BACKGROUND OF STUDY IN UNDERGRADUATE THESIS MADE BY
STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO
IN ACADEMIC YEAR 2020/2021

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 Keputusan 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, 07 Maret 2022
Ketua Jurusan,



Andianto M. Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Dayu Firmansyah
NPM : 1601070073

Jurusan : TBI
Semester : 12

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Monday, February 17 th 2022	/	Ace Instrument	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Linda Septivana, M.Pd
NIDN. 2016099001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN IZIN RISET
Nomor : P.15/In.28/U.1/OT. 1/03/2022**

Berdasarkan Surat Wakil Dekan Akademik dan Kelembagaan Nomor : B-0782/In.28/D.1/TL.00/03/2022 tanggal 10 Maret 2022 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : DAYU FIRMANSYAH
NPM : 1601070073
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF DERIVATIONAL MORPHEME FOUND IN THE BACKGROUND OF STUDY IN UNDERGRADUATE THESIS MADE BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO IN ACADEMIC YEAR 2020/2021" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 16 Maret 2022
Kepala Perpustakaan,



As'ad

Dr. As'ad, S.Ag., S.Hum., MH.
NIP. 197505052001121002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stamjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Dayu Firmansyah Fakultas/Jurusan : FTIK / TBI
NPM : 1601070073 Semester/TA : 12

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1)	Friday / April 8 th 2022		chapter 4	
2.	Monday / April, 18 th 2022		chapter 4 & 5 .	
3).	Thursday, May, 13 th 2022		chapter 4.5, Abstract, Motto .	
4.	Friday . May. 20 th 2022 .		Ace Munagasyah	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Linda Septivana, M. Pd
NIDN. 2016099001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara 15A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507 Fax (0725) 47296 Website www.metrouniv.ac.id e-mail ian@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 : Dayu Firmansyah
NPM : 1601070073
Jurusan : TBI

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

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 18 Mei 2022
Ketua Jurusan TBI

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-412/In.28/SU.1/OT.01/05/2022**

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

Nama : DAYU FIRMANSYAH
NPM : 1601070073
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 1601070073

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, 12 Mei 2022
Kepala Perpustakaan



[Handwritten Signature]
Dr. As'ad S. Ag., S. Hum., M.H.
NIP. 19730805 200112 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website www.tarbiyah.metrouniv.ac.id; e-mail tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0783/In.28/D.1/TL.01/03/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

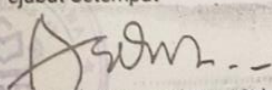
Nama : DAYU FIRMANSYAH
NPM : 1601070073
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF DERIVATIONAL MORPHEME FOUND IN THE BACKGROUND OF STUDY IN UNDERGRADUATE THESIS MADE BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO IN ACADEMIC YEAR 2020/2021".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 10 Maret 2022

Mengetahui,
Pejabat Setempat


Dr. Ar'ad, S. Ag., S. Hum., MH.

NIP. 197505052001121002

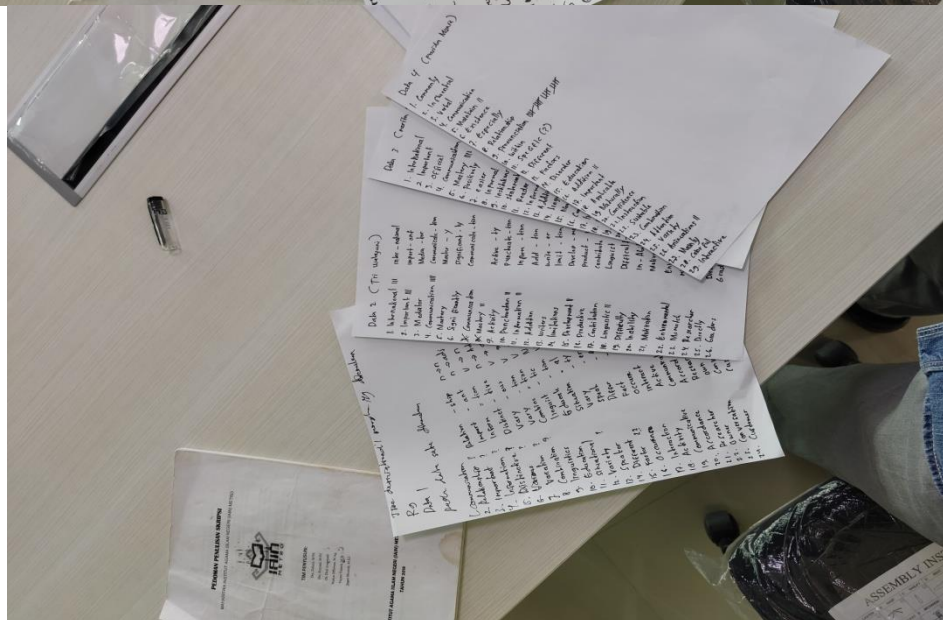
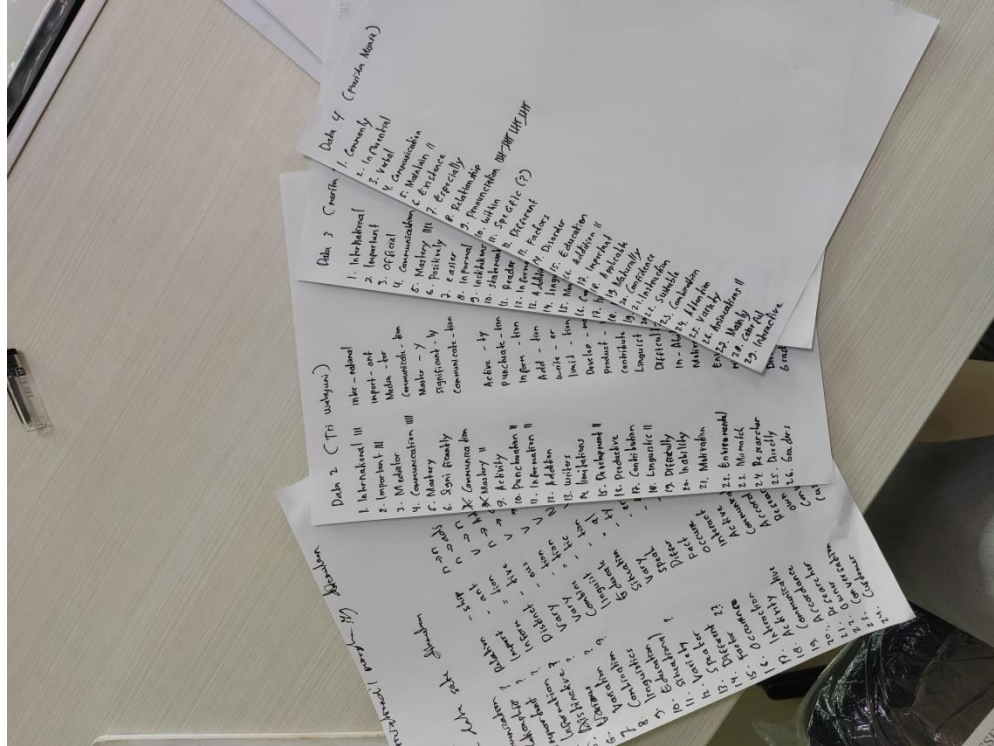
Wakil Dekan Akademik dan
Kelembagaan,



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

RESEARCH DOCUMENTATION

The researcher collecting the data in library of IAIN Metro



THE FORMULA OF DERIVATIONAL DISTRIBUTION

A. Derivational morpheme types

1. Forming Noun

$$P = \frac{\sum \text{Data}}{\sum \text{All data}} \times 100\%$$
$$= \frac{50}{95} \times 100\%$$
$$= 52,6 = 53\%$$

2. Forming Verb

$$\frac{1}{95} \times 100\%$$
$$= 1,05 = 1\%$$

3. Forming Adjective

$$\frac{28}{95} \times 100\%$$
$$= 29,5 = 29\%$$

4. Forming Adverb

$$\frac{16}{95} \times 100\%$$
$$= 16,8 = 17\%$$

B. Derivational morpheme pattern distribution

1. Forming Noun

a. Verb to Noun

$$\frac{36}{50} \times 100\% = 72\%$$

b. Adj to Noun

$$\frac{5}{50} \times 100\% = 10\%$$

c. Noun to Noun

$$\frac{9}{50} \times 100\% = 18\%$$

2. Forming Adjective

a. Verb to Adj

$$\frac{5}{28} \times 100\% = 17,8 = 18\%$$

b. $\frac{18}{28} \times 100\% = 64\%$ (N to Adj)

c. Adj to Adj

$$\frac{5}{28} \times 100\% = 17,8 = 18\%$$

**THE DERIVATIONAL MORPHEME FOUND
IN BACKGROUND OF STUDY**

FORMING NOUN

Total : 50

V to N = biru total= 36
 N to N = hijau total= 9
 Adj to N = no color total= 5

NO	DERIVATIONAL MORPHEME	BASE	AFFIX		TYPE
			PREFIX	SUFFIX	
1	Relationship	Relation		-Ship	N to N
2	Information	Inform		-ation	V to N
3	Variation	Vary		-ation	V to N
4	Combination	Combine		-ation	V to N
5	Education	Educate		-tion	V to N
6	Speaker	Speak		-er	V to N
7	Occurrence	Occur		-ence	V to N
8	Interaction	Interact		-tion	V to N
9	Activity	Active		-ity	Adj to N
10	Accordance	Accord		-ance	V to N
11	Researcher	Research		-er	N to N

12	Owner	Own		-er	V to N
13	Conversation	Converse		-ation	V to N
14	Communication	Communicate		-tion	V to N
15	Punctuation	Punctuate		-tion	V to N
16	Addition	Add		-tion	V to N
17	Development	Develop		-ment	V to N
18	Contribution	Contribute		-tion	V to N
19	Difficulty	Difficult		-y	Adj to N
20	Inability	Ability	In-		N to N
21	Motivation	Motivate		-tion	V to N
22	Mismatch	Match	Mis-		N to N
23	Reader	Read		-er	V to N
24	Limitation	Limit		-ation	V to N
25	Disobedience	Obedience	Dis-		N to N
26	Selection	Select		-tion	V to N
27	Reality	Real		-ity	Adj to N
28	Utterance	Utter		-ance	V to N
29	Existence	Exist		-ence	V to N

30	Disorder	Order	Dis-		N to N
31	Confidence	confide		-ence	V to N
32	Instruction	Instruct		-tion	V to N
33	Categorization	Category		-ize, -ation	(V) N
34	Percentage	Percent		-age	N to N
35	Incompatibility	Compatible	In-	-ity	Adj to N
36	Security	Secure		-ity	Adj to N
37	Expression	Express		-tion	V to N
38	Relation	Relate		-tion	V to N
39	Representation	Present	Re-	-ation	V to N
40	Viewer	View		-er	V to N
41	Appearance	Appear		-ance	V to N
42	Definition	Define		-tion	V to N
43	Transportation	Transport		-ation	V to N
44	Diplomacy	Diploma		-cy	N to N
45	Subdivision	Division	Sub-		N to N
46	Formation	Form		-ation	V to N
47	Learner	Learn		-er	V to N

48	Concentration	Concentrate		-tion	V to N
49	Teacher	Teach		-er	V to N
50	Achievement	Achieve		-ment	V to N

FORMING VERB

Total : 1

NO	DERIVATIONAL MORPHEME	ROOT	AFFIX		TYPE
			PREFIX	SUFFIX	
1	Socialize	Social		-ize	Adj to V

FORMING ADVERB

Total : 16

NO	DERIVATIONAL MORPHEME	ROOT	AFFIX		TYPE
			PREFIX	SUFFIX	
1	Significantly	Significant		-ly	Adj to Adv
2	Directly	Direct		-ly	Adj to adv
3	Positively	Positive		-ly	Adj to Adv
4	Linguistically	Linguistic		-ly	Adj to Adv
5	Commonly	Common		-ly	Adj to Adv
6	Especially	Special	e-	-ly	Adj to Adv

7	Naturally	Natural		-ly	Adj to Adv
8	Mainly	Main		-ly	Adj to Adv
9	Clearly	Clear		-ly	Adj to Adv
10	Typically	Typical		-ly	Adj to Adv
11	Visually	Visual		-ly	Adj to Adv
12	grammatically	Grammatical		-ly	Adj to Adv
13	Simply	Simple		-y	Adj to Adv
14	Semantically	Semantic		-ly	Adj to Adv
15	Generally	General		-ly	Adj to Adv
16	Successfully	Success		-ful, -ly	N to (Adj) Adv

Forming Adjective

N to Adj = biru total= 18
 Adj to Adj = hijau total= 5
 V to Adj = no color total= 5
 Not derivation = merah

Total : 28

NO	DERIVATIONAL MORPHEME	BASE	AFFIX		TYPE
			PREFIX	SUFFIX	
1	Situational	situate		-tion, -al	V to (N) Adj
2	Communicative	Communicate		-ive	V to Adj
3	Linguistic	Linguist		-tic	N to Adj
4	Environmental	Environment		-al	N to Adj
5	Informal	formal	In-		Adj to Adj
6	Verbal	Verb		-al	N to Adj
7	Suitable	Suit		-able	V to Adj
8	Colorful	Color		-ful	N to Adj
9	Interactive	Interact		-ive	V to Adj
10	Unable	Able	Un-		Adj to Adj
11	Personal	Person		-al	N to Adj
12	Systematic	System		-tic	N to Adj

13	Logical	Logic		-al	N to Adj
14	Subconscious	Conscious	Sub-		Adj to Adj/N to N
15	Inaccurate	Accurate	In-		Adj to Adj
16	Instructional	Instruct		-tion, -al	V to (N) Adj
17	Mechanical	Mechanic		-al	N to Adj
18	Useful	Use		-ful	V to Adj
19	Passionate	Passion		-ate	N to Adj
20	Headless	Head		-less	N to Adj
21	National	Nation		-al	N to Adj
22	Islamic	Islam		-ic	N to Adj
23	Prophetic	Prophet		-ic	N to Adj
24	Arabic	Arab		-ic	N to Adj
25	Powerful	Power		-ful	N to Adj
26	Insufficient	Sufficient	In-		Adj to Adj
27	Reflective	Reflect		-ive	V to Adj
28	Indonesian	Indonesia		-an	N to Adj

AN UNDERGRADUATE THESIS

THE REGISTER USED IN FACEBOOK AND INSTAGRAM ONLINE SHOP

By:

SUNARTI

Student Number: 1601070166



Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/ 2020 M

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a tool of communication that must be owned by individual who have social relationship with other individual. Language has very important role to convey information from one person to another person. By using language we can express our idea and we can communicate with other people in society.

Then, language is used in society can be used as group identity. Each group has distinctive language to communicate. This can be proven by various type of language variations in the world.

Futhermore, language and society have relationship and can not be separated. It is impossible society without language and it is impossible language without a society. Society uses language to communicate with others. Therefore, society and language are explained in sociolinguistics.

Next, sociolinguistics is combination between socio and linguistics. Socio related to the society and linguistics related to the language. In sociolinguistics studies, it will always be considered how to use it in the society.

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF GENITIVE CASE IN STUDENTS' WRITING SKILL
OF THE SEVENTH GRADERS OF MTS DARUSSALAM SEPUTIH
BANYAK IN THE ACADEMIC YEARS 2020/2021**

By:

**TRI WAHYUNI
Student Number: 1601070052**



**TARBIYAH AND TEACHER'S TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M**

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that plays an important role in almost all aspects of life. As an international language, English is a mediator of communication which is used by many people in a lot of countries. English mastery has benefits that significantly support the community in communication need both through writing or oral. Furthermore, English mastery is also necessary since this language is an international language used by many people in the world. Therefore, by mastering English, it is easy for people to fulfill their communication need, as a means of introducing local culture to the global market.

Therefore, as one of the English language skills, writing is an important skill to learn. Writing skill is an important part of communication because writing is a way of communicating that is chosen by some people through a work in the form of writing. Writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentences level including of grammatical, structure, vocabulary, punctuation, spelling, and later information. Writing deals with the sentence rank including of organizing and integrating information into cohesive and coherent paragraph or text. In addition, something that the writers want to write should have meaning to convey.

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF OUTER CODE MIXING ON INSTAGRAM
POSTED BY ENGLISH EDUCATION DEPARTMENT STUDENTS
AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

BY:

**MERITA PRABANDARI
Student ID: 1601070033**



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2020 M**

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that has an important role in part of human life. English is the official language that is used in many countries for communication. A good mastery of English contributes positively to the effectiveness in the communication of either oral or written. English is very important in a part of human life because English has several benefits. The benefits of mastering English is not only to increase knowledge but also to make people easier to communicate with others. English is a foreign language that should be taught both in formal and informal institutions in Indonesia. Moreover, English covers language skills. One of them is writing. Writing is expressing and organizing statements to the reader.¹Therefore, writing is a process of transferring information using letters to the reader.

Furthermore, writing skill in English has many benefits. The benefits of writing are to express not only the ideas but also feelings. Moreover, the benefits of writing are for maintaining grammatical mastery, for improving vocabulary. In addition, the benefit of writing is as tool for developing an understanding of and ability to use the language.

However, writing is not language skill that easy to mastery. The students have many problems in the process of writing an English text. The problems of writing is caused by linguistic and nonlinguistic aspects. Writing

¹David Nunan, *Practical English Language Teaching* (Singapore: Mc Graw Hill, 2003), 48.

AN UNDERGRADUATE THESIS
IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING
DAVE SCONDAS VIDEO AT THE ELEVENTH GRADERS OF MA
ROUDLOTUL ULUM SEPUTIH SURABAYA CENTRAL LAMPUNG IN
THE ACADEMIC YEAR OF 2019/2020

By:

FARIDA MISNIA ASNAH

NPM. 1501070168



TARBIYAH AND TEACHER'S TRAINING FACULTY
ENGLISH ADUCATION DEPARTEMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the most commonly-spoken language and is often considered as the most influential language in the world. English is foreign language as a kind of verbal communication which is used all over the world. It is also used to share knowledge in order to maintain the existence of the tradition and culture and especially to maintain human relationship.

Moreover, one of the components in oral skills is pronunciation. Pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors such as the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

In addition, the benefits of pronunciation in the learning system are very important to be absorbed in every teaching of English both with teaching methods and advanced media, so that language teaching is very applicable and its use can also be naturally absorbed when using the language, so that students' confidence is increased.

Furthermore, one of the ways to pronunciation instruction is the use of video. It is used to teach participants about ways to use the organs

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF INDONESIAN WORD ORDER INTERFERENCE
IN EXPOSITION TEXT WRITING OF THE ELEVENTH GRADERS
AT SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG**

By:

ASTUTI

Student Number: 1601070069



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2020 M**

CHAPTER I

INTRODUCTION

. Background of the Study

English is an international language that has an important role in various aspects of human life. English is a language used as a medium of communication and as the first international language used to interact with other people throughout the world. English mastery provides significant benefits in the communication process both through writing and oral. The benefit of English mastery is to be able to socialize with the wider community. In Indonesia, English is a foreign language, so teaching English plays an important role in both formal and informal institutions. Teaching English includes four language skills including of listening, speaking, reading, and writing.

Moreover, as one of the English language skills, writing is one of the important language skills used not only in the school or at work, but also in social life or personal life. Writing is an activity of exploring thoughts and feelings about a subject, choosing the things to be written, determining how to write them so the reader can understand them easily and clearly. Writing is also called the term composing, a whole series of activities for someone to express ideas and convey them through written language to the reading community to be understood. Therefore, writing can be said as a person's activities in expressing ideas through writing.

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE USE OF PICTURE IN WRITING AMONG
THE ELEVENTH GRADERS AT SENIOR HIGH SCHOOL
MUHAMMADIYAH PEKALONGAN , EAST LAMPUNG**

By:

DWI CAHYANI APRILIANTI

Student Number : 1601070148



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H/ 2020 M**

CHAPTER I

INTRODUCTION

A. Background of Study

English is very important in human life as it is an international language that is learned by people in the world. In Indonesia, English is the first foreign language that is thought as compulsory subject that should be learnt by all students from elementary school until university. By mastering English, people can fulfill their needs in various aspects of life which include politics, economics, social, culture, education and security.

In addition, there are four basic skills in English including of listening, speaking, reading and writing. As one of language skills, writing is the process of describing a language so that the message conveyed can be understood by the reader. Writing a text in English has many important roles as a means of self expression and as a means of understanding so that it can gain a new or deeper understanding of what it writes.

Moreover, writing is a means to develop personal satisfaction, pride, an understanding and ability to use language. It is used to convey meaningful information to others through written language. Therefore, writing skill requires the ability to read and to use words in writing.

However, writing is not an easy language skill. There are many problems in writing faced students. The main problem in the writing process is the limitation of English vocabulary. Moreover, the low English grammar mastery also becomes a barrier for students to write an English text. Other problems in the

AN UNDERGRADUATE THESIS

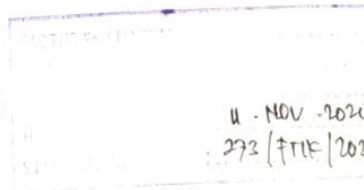
**A MORPHOLOGICAL ANALYSIS OF COMPOUND WORDS
USED IN NOVEL 'WITH EYES CLOSED: THE COLOR OF DROWNING'**

BY JASON MIRANDA

By:

INDAH SRI HANDAYANI

Student Number : 1601070019



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1441 H/ 2020 M**

CHAPTER I

INTRODUCTION

A. Background of Study

Communication is the activity that human always do in daily life. Language is the thing that inseparable from human life. Language is a tool that human need as a medium to communicate with each other in human beings' interaction and it is a tool of communication among the nations in all over the world. Every nation has different language to other nations, so they need same language to communicate with each other. Instead, English has become international communication in education, transportation, tourism, technology, diplomacy, commerce, scientific research, and so forth.

In English, there are many subdivision of linguistics refer to morphology, syntactic, semantic, phonology, and sociolinguistic. Morphology deals with the study of how word is formed in language. Morphology is the study of internal structure of word, how it is formed by the smaller pieces. Booij argues that morphology is a subdivision of linguistic that deals with such patterns.¹ Therefore, morphology is about the internal constituent structure of words as well.

Meanwhile, the term 'word' is a part of everyone's vocabulary. Word is the most basic unit of a language.² A word itself has a meaning, but word can be grammatically simple and complex word. Complex word is word that has

¹ Geert Booij, *The Grammar of Words* (New York: Oxford University, 2005), 4

² Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure* (Edinburgh: Edinburgh University Press Ltd, 2002), 1.



AN UNDERGRADUATE THESIS

**THE USE OF INTRA-ACT STRATEGY IN IMPROVING
STUDENTS' READING COMPREHENSION ABILITY
AMONG THE TENTH GRADE AT SMAN 1 BATANGHARI**

By:

**ERY ERIANTI
STUDENT.ID. 1501070057**



FAKULTAS
PROGRAM STUDI
NAMA
TANGGAL PENYERAHAN	18 November 2020
STAMBUK No	: 286 / FTK / 2020

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M**

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that is used as a liaison language between countries around the world. English language ability is one of the most important abilities to be mastered by students, because English mastery will help the people to get information, to communicate, and to get the opportunity to have a bigger job. There are four skills that must be master by students those are listening, speaking, reading, and writing.

Moreover, as one skill in English, reading is a way to get information from something written. Reading has a variety of benefits that are very powerful. Firstly reading can add insight and knowledge because by reading people can know problems or life in other parts of the world, secondly reading can add vocabulary because by reading people can know new vocabulary, and thirdly train to be able to write well.

However, based on data obtained from the field, it is often that students do not understand the contents of a text they have read because the students have a limited English vocabulary, low mastery of English grammar, insufficient reading comprehension, low reading habit, lack motivation in reading and low reading interest.

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE STUDENTS DIFFICULTIES
ON LISTENING MASTERY
OF THE SECOND SEMESTER STUDENTS
AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

By :
SARASWATI TOMI ALAMSYAH
Student Number. 1601070049



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H/ 2020 M

CHAPTER I

INTRODUCTION

A. Background of Study

English is main of foreign language and very important to learn for learner international language. In generally, english is taught as a foreign language or second language. Therefore we have been considering English as a foreign language consist of four skills, there are; listening, speaking, reading, and writing. These skills are so important, because all of them have the relation and also support each other. Each skill has the different difficulty. The students and the foreign language learners should mastered the fourth skills above. Last sentence of paragraph, English is taught in schools, often, but English does not play as main role in national and social life.¹

Moreover, the most important function of language is an a means of communication. When we discuss about communication, communication is a part of human's daily activities. The key of communicate with other people is understanding what you hear. In addition, The passport of English is not only social and economic but also in community of language.²

Many people argue that speaking is the most difficult part in learning foreign language. Moreover, listening is the first skill that should be mastered by the students or learners. The ability of listening is to identify and understand what the speaker is saying through understanding his

¹Roudledge And Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill, Anita Pinc, *Teaching English As A Foreign Language*, (Taylor & Francis E-Library, 2003) p. 6.

² *Ibid.*

AN UNDERGRADUATE THESIS

**CONTRASTIVE ANALYSIS BETWEEN ENGLISH AND
ARABIC VERBAL SENTENCES**

BY :

USWATUN HASANAH

Student Number: 1501070317



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1441 H / 2020 M

CHAPTER I

INTRODUCTION

A. Background of Study

In life, humans as social being need other humans to achieve their goals. Because of that human need a connector used to communicate with other humans. They need a connector called a language to convey their purpose and express what they want. Without language, human will be in trouble to integrate and adapt in social environments and also as social control.

There are thousands of language in the world and each language has different characteristics and structures. For example the research take two language, English and Arabic language as a foreign language in Indonesia. English and Arabic language as an international language, and its also often found wherever you are in Indonesia area. English is one of compulsory subject must be learnt in every education level in Indonesia, while Arabic will be learnt at Islamic school in Indonesia.

Arabic and English is one family of language. Arabic language includes in Semit language genealogy, while English include in Germanic or Anglo Saxon language genealogy. Both of them have different genealogy and also writing form. So it little hard to learn by people who are used to learning English to learn Arabic.



CURRICULUM VITAE

DAYU FIRMANSYAH was born in Trimurjo, on November 4 1998. He is the oldest son of Mr. Dadang and Mrs. Yuni. He was graduated in his primary school of SDN 1 Trimurjo and graduated on 2010. He continued his study in MTS Darul A'mal Metro then graduated on 2013. After he graduated from junior high school, he decided to continue his study in SMAN 2 Metro. He then graduated on 2016. Then, he was registered as an S1 student of IAIN Metro on 2016-2022. He got so much thing, experiences during his study at IAIN Metro and he hopes he will soon get a job after graduated from the institute.