AN UNDERGRADUATE THESIS

AN ANALYSIS STUDENT'S PROBLEM ON USING AFFIXES THROUGH WRITING OF THE ELEVENTH GRADE OF MAN 1 TULANG BAWANG BARAT

BY:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/2022 M

AN UNDERGRADUATE THESIS

**AN ANALYSIS STUDENT'S PROBLEM ON USING AFFIXES
THROUGH WRITING OF THE ELEVENTH GRADE
OF MAN 1 TULANG BAWANG BARAT**

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

By:
Egalivia Anggraini
Student Number: 1801071015

Tarbiyah and Teachers Training Faculty
English Education Department

Sponsor : Dr. Umi Yawisah, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444H / 2022 M**

NOTIFICATION LETTER

Number   :

Appendix   :

Matter   : **in order to hold the Munaqosyah**

                 of Egalivia Anggraini

To,

The Honourable the Head of Faculty

of Tarbiyah and Teacher Training

State Institute for Islamic Studies (IAIN) Metro

Assalamualaikum Wr. Wb.

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

Name   : Egalivia Anggraini

Std. Number   : 1801071015

Judul Skripsi : AN ANALYSIS OF THE STUDENTS PROBLEM ON USING AFFIXES
                     THROUGH WRITIN OF THE ELEVENTH GRADE
                     OF MAN 1 TULANG BAWANG BARAT

It has been Agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on The Munaqosyah. Thank you very much.

Wassalamualaikum Wr. Wb.

Metro, 21 December 2022

The Head of English
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NOTA DINAS

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Lampiran   : -

Perihal   : **Mohon dimunaqosyahkan Skripsi**
                   Saudari Egalivia Anggraini

Kepada Yth,

Dekan Fakultas Tarbiyah Dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

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

Nama   : Egalivia Anggraini

Std. Number : 1801071015

Judul Skripsi : AN ANALYSIS OF THE STUDENTS PROBLEM ON USING AFFIXES
                       THROUGH WRITIN OF THE ELEVENTH GRADE
                       OF MAN 1 TULANG BAWANG BARAT

Sudah dapat kami setujui dan dapat diajukan untuk disidangkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb.

Metro, .?.!..Desember 2022

The Head of English
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APROVAL PAGE

Title : AN ANALYSIS OF THE STUDENTS PROBLEM ON USING AFFIXES
THROUGH WRITIN OF THE ELEVENTH GRADE
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RATIFICATION PAGE
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An Undergraduate thesis entitled: AN ANALYSIS STUDENTS PROBLEM ON USING AFFIXES THROUGH WRITING OF THE ELEVENTH GRADE OF MAN 1 TULANG BAWANG BARAT. Written by: Egalivia Anggraini, Student Number 1801071015, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, December 29th, 2022 at 08.00-10.00 a.m

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Chairperson	: Dr. Umi Yawisah, M.Hum	(................)
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ABSTRACT

AN ANALYSIS STUDENT'S PROBLEM ON USING AFFIXES
THROUGH WRITING OF THE ELEVENTH GRADE
OF MAN 1 TULANG BAWANG BARAT

By:
Egalivia Anggraini

The research was accomplished to analyze students problem in using affixes Through Writing and the causes of it. This research was completed by using a descriptive qualitative method. The samples were the English Teacher and Five Students of Eleventh Grades of MAN 1 Tulang Bawang Barat.

The research used judgment/purposive sampling by the criteria of students who got score A, B, or C in writing learning. Then in collecting data, researchers conducted an interview directly with a number of students who were included in the predetermined criteria. The source of the data used apart from student interviews is the results of observations and documentation that have been carried out by researchers at MAN 1 Tulang Bawang Barat.

From the research conducted by the researchers, it was found that students experienced problems in detecting the form of a word, students had difficulty in choosing and using appropriate affixes and the main problem experienced by students was the limited vocabulary possessed by students. These problems are generally caused by the level of understanding of students in mastering the material that has been delivered by the teacher. In addition, there is also a lack of interest in students to add and memorize vocabulary.

Keywords: Affixes, Writing, Student's Problem, the causes of problems

ABSTRAK

ANALISIS PERMASALAHAN SISWA
DALAM MENGGUNAKAN AFFIKSES PADA TULISAN
DI KELAS SEBELAS MAN 1 TULANG BAWANG BARAT

Oleh :
Egalivia Anggraini

Penelitian ini bertujuan untuk menganalisis tentang masalah siswa dalam penggunaan affix ketika menulis dan juga penyebabnya. Penelitian ini diselesaikan dengan menggunakan metode deskriptif kualitatif. Sampel yang digunakan dalam penelitian ini adalah seorang guru dan 5 orang siswa kelas XI di MAN 1 Tulang Bawang Barat.

Jenis dari penelitian yang digunakan yaitu deskriptif kualitatif. Penelitian ini menggunakan judgement/ Purposive Sampling, dengan kriteria siswa yang memiliki skor/nilai A, B atau C pada tulisan siswa. Kemudian dalam mengumpulkan data peneliti melakukan sebuah wawancara secara langsung kepada sejumlah siswa yang termasuk kedalam kriteria yang telah ditentukan. Sumber data yang digunakan selain dari wawancara siswa yakni hasil observasi dan juga dokumentasi yang telah dilakukan oleh peneliti di MAN 1 Tulang Bawang Barat.

Dari penelitian yang dilakukan oleh peneliti didapatkan hasil bahwa siswa mengalami permasalahan pada kesulitannya dalam mendeteksi form dari sebuah kata, siswa mengalami kesulitan dalam memilih dan menggunakan Affiks yang sesuai serta yang menjadi permasalahan utama yang dialami siswa yakni keterbatasan kosakata yang dimiliki oleh siswa. Permasalahan-permasalahan tersebut umumnya disebabkan oleh tingkat pemahaman siswa dalam menguasai materi yang telah disampaikan oleh gurunya. Disamping itu juga kurangnya minat siswa untuk menambah dan menghafal kosakata.

Kata Kunci: Affikses, menulis, permasalahan siswa, sebab permasalahan

STATMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Egalivia Anggraini
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Faculty	: Tarbiyah and Teacher Training Faculty
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, December 13th 2022

The researcher,

EGALIVIA ANGGRAINI
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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Egalivia Anggraini

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Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris (TBI)

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

Metro, 13 Desember 2022
Penulis,

EGALIVIA ANGGRAINI
NPM. 1801071015

MOTTO

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"Allah doesn't burden a person but according to his ability"

Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.

(Q.S. Al-Baqarah [2] : 286)

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Kusmadi and Mrs. Rohimah)

My Beloved brother and Sister

(Akbar Galih Wiyadi and Geisha Putri Amalia)

My Lecturer as a Sponsor on this Undergraduate Thesis

(Mrs. Dr. Umi Yawisah, M.Hum)

My Beloved Lecturers Of English Education Department

of State Institute for Islamic Studies of Metro

My Beloved Friends

Absolute (A) of English Education Department and my Beloved Campus

IAIN METRO

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Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research entitled "An Analysis Student's Problem on Using Affixes Through Writing of The Eleventh Grade of MAN 1 Tulang Bawang Barat". Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.

2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.

4. Dr. Umi Yawisah, M.Hum as the advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.

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6. Headmaster, teachers, and staff of MAN 1 Tulang Bawang Barat who have given permission and support to researchers to conduct research in this school.

7. My beloved parents, namely Mr. Kusmadi and Ms. Rohimah, thank you profusely for raising, educating, teaching, guiding, giving encouragement and prayers that always accompany me so that I can complete this study and thesis. I don't forget to thank my younger Brother, Akbar Galih Wiyadi and my younger sister, Geisha Putri Amalia, who have also played an active role in the completion of this thesis.

8. All my friends, both in the Department of English Education and outside the department of IAIN Metro contemporaries participated in the support

system, thank you for all the help to complete this thesis.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, December 2022

Egalivia Anggraini
1801071015

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CHAPTER I

INTRODUCTION

A. Background of the Study

English language is the one of an important language that must to learn for everyone. Therefore, English is used as one of the subjects for a student's. This subject is intended so that children can understand about the basic concepts and science in English. The competencies contained in this English subject itself include four skills including writing, reading, listening and also speaking. These four basic skills are important to understand in learning English.

One of the skills that need to be understood is writing, where writing is a basic skill that becomes an important field in learning. In writing itself, also has several sub-sections that need to be understood in order to produce a good and appropriate writing. The need for understanding of an order and science is also an important basis in writing mainly on the elements in writing as in writing as in writing a paragraph of course there are several sentences arranged and form a paragraph. The writing of a sentence is also separated from several elements of the word that can eventually become a suitable word to form a sentence.

Learning to write itself is not far from the so-called morphological science. This science discusses the structure of the formation of a word. Which in this case the word is raised so that it can be in accordance with the sentence to be assembled. So that it can be a good sentence and in accordance

with the purpose of writing the right sentence in writing sentences. The main target of the learning focus point that became the object of research this time is about one of the sciences regarding the discussion of Affix learning materials which is one of the sub-materials in morphology.

In learning, there are not a few students who have difficulty in understanding the learning in the classroom. The problem that students face is from the level of understanding of students who are indeed unable to understand each material. Meanwhile, from another perspective, the difficulty does not only come from the ability of the students themselves to understand the material, but there is also a factor of the teacher's lack of clarity in delivering the material.

Related to this phenomenon, the researcher has conducted a pre-survey in class XI of MAN 1 Tulang Bawang Barat on May 09th, 2021. In the pre-survey process the researchers obtained an archive of English assignments in for the student's. The results of the pre-survey are illustrated in the following table

Table 1.1
Data of Pra-Survey Result
The Student's Writing Score the Eleventh Grade
of MAN 1 Tulang Bawang Barat

No	Grade	Frequency	Percentage	Criteria
1.	≥ 70	8 Students	30%	Complete
2.	≤ 71	19 Students	70%	Uncomplete
	Total	27 Students	100%	

Based on the results of the student value table data above, it can be concluded that student learning outcomes in writing learning still do not meet the learning targets. This is due to students who lack mastery of the technique in the ability to write. Especially in understanding the affix material that has been delivered by teachers in class.

When students who do not understand the affix material they receive in class, it will have an impact on inaccuracy in the use of grammar in the writing process. So that it can affect the results of writing, in other words, the writing will look less in accordance with the existing writing rules. For example, in the process of writing narrative texts, of course, there are provisions in writing, especially in the use of tenses.

Therefore, although learning and using affixation may be hard and confusing, it is quite helpful for the learners to enrich their vocabulary. Because, as proposed by Aronoff & Rees-Miller (2017), a new vocabulary can be born from the same word by adding an prefix or suffix which prefix is attached in the beginning of the word (e.g.: de-, dis-, pre-, un-, etc.), while suffix is attached in the end of the word, for example: -age, -ure, -ize, -ing, -ful, etc.[1]

However, there are some of the students on eleventh grade who are still confused about the appropriate affixation and its category that lead them to use an inappropriate affixation in their daily conversation or their writing. Therefore, in this research, the researcher will try to analyze the students"

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[1] Yendra, *Mengenal ilmu bahasa (linguistik),* (Yogyakarta: Deepublish, 2016), 23

difficulties in using affixation through their essay writing. This study will focus on the students Writing in identifying many inappropriate affixations, either prefixes or suffixes."

B. Research Question

Based on the background of study, author formulated several questions in the implementation of this research, including:

1. What are the problems faced by the student's on using affix in writing process to the eleventh grade students at MAN 1 Tulang Bawang Barat?

2. What is the cause of the problems faced by the student's on using affix in the process of writing?

C. Objectives and Benefits of the Study

The objectives of this research are:

1. To identify the problems faced by the student's on using Affix in the process of writing to the eleventh grade students at MAN 1 Tulang Bawang Barat

2. To know the causes of the problems faced by the student's on using affix through writing.

The benefits of the research are:

1. For teachers, the results of this study are expected for the teachers to know the problems that experienced by student during the process of teaching Affix in the class.

2. For students, this research is expected for the student to understand about the affix well.

3. For the school, the results of this study are expected to be useful and make a positive contribution as an input and consideration for further development.

D. Prior Research

Prior research is a description of the results of research that has previously existed and has a relationship with the title to be researched. The purpose of this research is to avoid repeating research with the same subject matter. This research is also an affirmation that the problems to be discussed by the authors have never been studied or different from previous research.

In this study, authors strengthen the results of their research with and provide differences with existing research.

The first prior research are from Eliwarti and Rumiri Aruan at the journal with the title "A Survey On The Teaching Of Writing At Senior High Schools In Riau Province" in International Journal of Educational Best Practices (IJEBP) give an explanation about the result of their research about teaching writing at Senior high school with knowledge, experience and strategies to writing the simple text to be more complex text.[2] At their research they are give an explanation about the material of teaching, method and strategies that used by the teacher when teaching writing and students' attitude towards writing skills.

The similarities of the prior research above with the research conducted by the Author himself, namely the two equally discuss the teaching

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[2] Eliwarti and Aruan, "A Survey On The Teaching Of Writing At Senior High Schools In Riau Province.". *International Journal of Education Best Practices (IJBEP)*.vol-2.no 2.October 2018.

of text writing in high school students. While the differences include: First, the location of research conducted by authors is in MAN 1 Tulang Bawang Barat, while in the above research was carried out at high school in Riau province. Second, in the research above researching about the material, methods and teaching of text writing, is being research conducted by authors, namely about the problems faced when teaching Affix in writing text.

The second of prior research on this study is an undergraduate thesis fom Maya Anggrayni (2019) student of Faculty Of Education And Teacher Training Department Of English Language Education State Islamic University Of Ar-Raniry Banda Aceh on 2019 M/ 1440 H with undergraduate thesis entitle (Students' Difficulties In Using Affixation). In this study Maya Anggraini studied the problem of students' difficulties in using affix when writing. In this research, Maya discusses things that make students difficult in, using affix when writing.[3]

The similarities of the research are relevant above with the research conducted by authors, namely about the use of Affix in writing for its students. While the difference from the study is that Maya conducts research on students who have difficulty in using affix, while authors will discuss the problems faced by teachers in teaching affix when writing. In addition, differences are also found in the location of the research.

And the last is the thesis from Nuratikah Sulaiman (2018) student of Faculty Of Education And Teacher Training Department Of English Language

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[3] Maya Angrayni. "Student Difficulties In Using Affixation" Undergraduate Thesis, UIN AR-RANIRY, Banda Aceh. 2019

Education Muhammadiyah University of Makassar on 2018 with undergraduate thesis entitle (The Students' Ability in Writing Paragraph Using English Affixation). In the research conducted by Nuratikah, discussed the ability of students to write paragraphs using Affix.[4]

The similarity that exists in this study with previous research is about the use in affix. As for the difference between this research and previously existing research, of course, it is found in the location of the study. However, in the previous study, it was discussed about students' ability to use Affix, while in this study the researchers will discuss the difficulties faced by students in using Affix when writing.

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[4] Nuratikah Sulaiman, The Students' Ability In Writing Paragraph Using English Affixation, Undergraduated Thesis, UNISMUH Makassar, 2018

CHAPTER II

THEORETICAL REVIEW

A. Student's Problem on Learning Affixes

      Some students in learning affix when writing have difficulty in understanding its use in the writing process. Some of these problems occur due to several factors that affect the learning of affix itself. Not a few students are confused by the use of affix both from the procedures for its use and from the suitability of the meaning formed when using affix itself.

      Since in some cases there are some students who are not biased to distinguish between the use of affix thatbecause, in some cases students can not differentiate the affixation that occurs in a word or they do not recognize the function of the affixation that occurs in the word. Moreover, some affixes, mostly prefixes, have more than one meaning or have the same meaning but used differently.

      Furthermore, the most serious problem that students have in using an appropriate affixation is that the students have the phonological dyslexia. Dyselexia itself is known as a condition of learning difficulty that results in individuals in reading despite having a normal level of intelligence commonly found in school-age children. As proposed by Caplan (1998), it is assumed that those people who have phonological dyslexia usually difficult to recognize the affixation which is attached to the beginning or the end of the root word. Besides, there is another type of dyslexia namely alexia which is

caused by the damage to someone's brain that causes someone loses his or her ability to read.

Those students who have the phonological alexia are usually difficult to read the affixation due to they are difficult to recognize the written word specifically. However, it only occurs to the word with the affixation while the word that is not attached the affixation is not a matter for them. For example, corner, the letters –er that is attached at the end of the word "corner" is not called as affixes but it is the part of the word and can't be separated. In this case, it is concluded that those who have alexia know which word is attached by affixes and which word has the same letters like affixes in it.

In conclusion, there are several problems that might be faced by students that cause them difficult in understanding and using affixation since it has many rules that confuse students, it is difficult to claim whether a word is free or bound morpheme, and it is difficult to be recognized by students who have phonological dyslexia or alexia.

B. Affixes

In English, affixation is achieved by the addition of affixes to the root of the word. Affixes can be defined as bound morphemes in English.[1] A bound morpheme can only appear as part of another word.[2] It means that the

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[1] Zainab Kadim Igaab & Israa Ali Kareem, Affixation in English and Arabic: A Contrastive Stud, *English Language and Literature Studies,* Vol.8, No.1, 2018, 98

[2] Zeki Hamawand. *Morphology in English: Word Formation in Cognitive Grammar.* New York: Continuum International Publishing Group. 2011, 2

affixes in English, have an important thing at the process of producing a new word.

1. **The Definition of Affix**

Affixation is the morphological process of the word-formation. It creates words with lexical and grammatical information by adding affixes to the word. Affixes may be derivational, like English *-ness* and *pre-*, or inflectional, like English plural *-s* and past tense *-ed*. They are bound morphemes by definition; prefixes and suffixes may be separable affixes. Affixation is the linguistic process that speakers use to form different words by adding morphemes at the beginning (prefixation), the middle (infixation) or the end (suffixation) of words.

Affixes are divided into many categories, depending on their position with reference to the stem. Prefix and suffix are extremely common terms. And circumfix are less so, as they are not important in European languages. The other terms are uncommon.

Some root or stem words may have both an affix and a suffix or multiple affixes and suffixes in order to make new words and to change the meaning of the root or stem word.

Affix Examples:

a. stem word: read

b. with affix (prefix): *unread*

c. stem word: like

d. with affix (suffix): *likely*

2. The Importance of Affix Through writing

The affixes have some function in writing the text that causes it's important to use in writing. When do the writing process, the use of affix is very necessary to pay attention to this properly because of the following.[7]

a. Use of affix to reduce the number of words in a sentence

In this case it is intended that the use of affix itself can be used to shorten the word but by not changing its true meaning and meaning. The use of affix can also change the meaning of a word when added to a single basic word element. This is done so that a word can follow the form of a sentence in accordance with the text to be spoken, for example.

1) *Recheck* derived from the word check again

2) *Unaware* derived from the word not aware

3) *Comparing* the data shows derived from the word a comparison of the data shows

From the last example of *suffix–ing* has been used to create a *gerund* (a type of noun that can take an object). Using gerunds is a great way of creating more succinct, natural-sounding sentences.

b. Break down long words to help spell

The word antidisestablishmentarianism (a 19th-century political position that seeks the abolition of the Anglican church's status as the

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[7] Zainab & Israa,"Affixation in English.," 101

state church of England, Ireland and Wales is notable not for what it represents but because of its length (28 letters and 12 syllables). It's not unusual for schoolchildren in the 80s to ask each other to spell antidisestablishmentarianism, because its use in the comedy series "the young ones" is an impossible task, of course? Well, no. If you break it down into atempel, it is quite simple.

Anti-dis-eatable-ish-ment-arian-ism

This is a technique that is well used to help with spelling.

c. Break down long words to help with decoding their meanings

Learning affixes in a word (especially if you know the roots) can help understand its meaning.

1) Disrespectfully broken down into *dis-respect-ful-ly* (the word surgery disrespectfully will get something like "not-respect-full of-adverb," which will lead to something like "done in a way full of disrespect." that's a pretty good clue as a meaning.)

Not useful? Well, try understanding these without dissecting them:

1) *Lonelinesslessness*

(With three suffixes, the meaning of this concept is no one lines.)

2) *Semihemidemisemiquaver*

(with four prefix, this a hundred twenty-eighth note.)

Looking at affix to ascertain the meaning of the word is very useful for non-native speakers. In fact, native speakers do it too, but we do it so quickly, we often don't realize we're doing it.

d. Knowing whether to use hyphens with prefixes

The guide governing whether to use hyphens with prefix is quite tricky, but, fortunately, this is one of those times when you're safe to fly in your pants seat. This is a good rule of thumb: do not use hyphens after prefixes, but if they look too heavy, use one.

e. Knowing to capitalize a prefix

A prefix is not written with capital letter unless it starts the sentence or is an integral part of a proper known.

1) *Ex-president* smith will meet ex-president jones later.

(the first prefix (*ex-*) is used when starting a sentence, so the use of capital letters is appropriate.)

2) Please show me the baxter *inter-department* programme.

(the prefix *inter-* is part of the proper noun, so the capital letter is correct.)[8]

3. **Types of Affix**

There are two most common types of affixes are:[9]

a. Prefixes

A type of affix. Prefixes are "*pre*" (before) "*fix*" ed (attached) to a root or stem to create a new word with a new meaning. Prefixes

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[8] Ibid., 101

[9] Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, (Edinburgh: Edinburgh University Press), 2002, 20

themselves are not words. They must be attached to a root or a stem in order to create new words. A prefix is a bound morpheme that is added to the beginning of a free morpheme to form a new composite word of either a similar or different word class. The free morpheme is a root or base which can be a noun, an adjective or a verb.

Prefixes usually change the meaning of the base but not its word class. In general, prefixes are easier to understand than suffixes, since their meaning is more definite. Some prefixes are constant in meaning, whenever the prefix fore, occurs in a word, we can be certain it means "before" words such as forearms, forestall, forethought, and so forth are therefore easy to understand many common prefixes, however, may have several meanings. [10]

The prefix has twofold import in the derivation process. First, it mostly changes the word class of the derived formation. Body is a noun but embody is a verb. Second, it adds a special meaning to the derived formation. Embody means 'make something tangible'. Fourth, the composite structure displays meaningful levels of constituency. In embodiment, at the first level the prefix en- integrates with the root body to form embody. At the second level, embody combines with the suffix -*ment* to form *embodiment*.[11]

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[10] Nuratikah Sulaiman, *The Students' Ability In Writing Paragraph UsingEnglish Affixation,* Undergraduated Thesis, UNISMUH Makassar, 2018, 8
[11] Zeki Hamawand, *Morphology in English: Derivational and Compound Word Formation in Cognitive Grammar* (London : New York: Continuum, 2011), 55

Here is a list of common prefixes and their use in sentences:

Table 2.1
List of Common Prefixes and Their Use in Sentences

1) *pre-* (before)	*The outcome was predetermined.*	The outcome was determined before
2) *mis-* (wrong)	*That word is misspelled.*	The word is spelled wrong
3) *non-* (not)	*The noise was nonstop.*	The noise did not stop.
4) *un-* (not)	*His work was unsatisfactory.*	His work was not satisfactory
5) *dis-* (lack of, not)	*They were displeased.*	They were not pleased.
6) *in-* (not)	*The work was incredible.*	The work was not believable

NOTE: This example uses the prefix to attach to the root "cred" (believe). A suffix "-ible" (able to) is also attached to the root. You may have seen prefixes used before words that are hyphenated. This means that they are not part of the word but rather are hyphenated before the word they intend to modify.

b. Suffixes

Suffixes are those elements which can be added to the end of the root in order to change its original meaning or grammatical function.

For example, the suffix which refers to the duality and the suffix which indicates the sound masculine plural.[12] Suffixes are a type of affix. Suffixes are "suf" (under/after) "fix" ed (attached) to a root or stem to create a new word with a new meaning. Suffixes themselves are not words. They must be attached to a root or a stem in order to create new words. Here is a list of common suffixes and their use in sentences:

Table 2.2
List of Common Suffixes and Their Use in Sentences

1) -*ly* (like)	a) She was *wonderfully*	i) She was striking like wonder
2) -*able* (able to)	a) The part is *adaptable*.	i) The part is able to adapt
3) -*ible* (able to)	a) The writing was *incomprehensible*.	i) The writing was not able to be comprehended.
4) -*er* (noun, someone who)-(not)	a) His work was *unsatisfactory*.	i) His work was not satisfactory
5) -*ful* (full of)	a) The flower is *beautiful*.	i) The flower is full of beauty
6) -*less* (without)	a) The old television was *worthless*.	i) The old television was without worth

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[12] Al-Khuli, M., *An Introduction to Linguistics*, (Jordon: Dar AL- Falah, 2006), 57

C. Concept of Writing

1. Definition of Writing Skill

> Writing is a medium of human communication that involves the representation of a language through a system of physically inscribed, mechanically transferred, or digitally represented symbol
> ls. Writing systems are not themselves human languages (with the debatable exception of computer languages), they are means of rendering a language into a form that can be reconstructed by other humans separated by time and/or space.[13]

Not all languages use a secretary system, but languages with an inscription system complement and extend the ability of spoken language to be transmitted throughout space (such as communication) and preserved over time. You can create persistent audio (for example, a library or other public records). It has also been observed that the act of writing itself can have a knowledge-changing effect. It allows people to externalize their ideas in a way that is easy to reflect, refine, revisit, and modify. Writing depends on much of the same semantic structure as the language it represents. Additional dependencies of the lexicon and syntax, and the symbolic system to represent the phonology and morphology of the language. The result of the activity of writing is called a text, and the interpreter or activator of this text is called a reader.

Writing relies on many of the same semantic structures as the speech it represents, such as lexicon and syntax, with the added dependency of a system of symbols to represent that language's phonology

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[13] Schmandt-Besserat, Denise and Michael Erard., *Origins and Forms of Writing: Handbook of Research on Writing: History, Society, School, Individual, Text. Charles Bazerman*, ed., (New York: Lawrence Erlbaum Associates, 2008), 7-21

and morphology. The result of the activity of writing is called a text, and the interpreter or activator of this text is called a reader[14]

2. The Importance of Writing Skill

Writing has a completely unique position in language teaching when you consider that its acquisition entails a exercise and understanding of other three language skills, such as listening, reading and speaking. Moreover, it calls for studying of different competencies, such as metacognitive competencies.[15]

The clearer the communication is, the greater will be the chance of a high success rate. Be it any field or any profession, writing skill is required in some part of the journey in life. Moreover, writing also facilitates a person to think better. When student learn how to write, he or she becomes more capable of analyzing what they read, interpret and think.

a. Ability to Explain Yourself

Writing is a great way to teach, inform, entertain one's behavior and educate oneself. Some children are natural in writing, while others learn to write. One requires a good sort of knowledge & appropriate experience about the topic which he/ she is writing, required to be natural in this skill.

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[14] Smith, Dorothy E, *Institutional Ethnography: A Sociology for People, (*Lanham: Rowman & Littlefield, 2005), 105–108

[15] Blanka Frydrychova Klimova, "The Importance of Writing", *Paripex - Indian Journal of Research,* Vol : 2 Issue : January 1st 2013, 9

b. Serves as a Record for Future

Jotting down your ideas & experiences on a paper for future references for instance, scientific, logical & technological achievement can't be verbally communicated. They must be presented in a composed format, such as scientific journals, logical diaries and white papers. Science would not have existed if the authors had not recorded each experiment in an equitable composed format.

c. Improve Communication Skills

Yes, this eventually increases your communication skills as well. Writing abilities channelize your knowledge and brain to the point of value. It about conveys the point that is significant for other people. If you want to be successful in speeches & debates, you'll need effective writing skills. Apart from facts & figures to present your ideas & view points to the audience.

d. Increases your Knowledge, Creativity & Imagination

Effective writing ensures a author to be smart enough as he/ she writes with his experience as well as creativity. While writing whatever, a human mind uses every part of the brain & cells. If someone is writing his/ her lifestyles studies, journey revel in, article for a weblog, editorial or anything else, all his information associated with that, recollections, incidents, success & screw ups, present conditions & destiny possibilities, the whole lot comes out of writing.

This in the end increases awareness, enhance reminiscence, make you sharp and increase your creativity and imaginations.[16]

3. Kinds of Text in Writing

A text is a product of a particular context of culture and situation. People need to understand a text in term of the context in which it is produced. The differences in texts occur because of the choice that they make from the language system (Board of Studies NSW, 1994: 67). Communicate with the reader to express their ideas without pressure and to explore experience. Based on Gerot and Wignell's opinion (1994:17), there are fifteen types of text, they are:

a. Report: to describe the way things are with reference to arrange of natural, man-made and social phenomena in the environment.

b. Recount: to retell events for the purpose of informing or entertaining.

c. News Story: to inform the readers about events of the day which are newsworthy or important.

d. Exemplum: to point to some general value in the cultural context.

e. Discussion: to present (at least) to point view about an issue.

f. Explanation: to explain the process involved of natural or cultural phenomena.

g. Exposition (Analytic): to persuade the readers or listeners that something is related to the case.

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[16]Ibid., 11

In this study, researchers will focus on students' problems in the use of affix when writing narrative text. This is because in writing narrative text, many use affix. If students make mistakes in the use of affix, it will be difficult to understand the meaning of writing sentences. This is also important in supporting the final grade results of students' English subjects, especially in writing competence.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

A qualitative research study, according to Creswell, is required to investigate this phenomena from the perspective of distance education students.[1] The qualitative research methodology that has guided the contemporary movement has not focused in detail on the research practices of psychologists prior to the emergence of qualitative methodologies.[2] It can be said that qualitative research reveals a phenomenon from an educational perspective which only describes, studies, and explains a phenomenon. In this study the author will observe the recording of an interview with some of source information, in this case the author will observe the problem of student's in using Affixes through writing of the eleventh grade at MAN 1 Tulang Bawang Barat.

The descriptive qualitative research is the distinguishing feature of this study. Descriptive qualitative analysis entails characterizing the data's shared underlying qualities. Descriptive

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[1] John W Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4rdEd* (New Delhi: Sage Publications, 2012), 16.
[2] Frederick J. Wertz et al, Five Ways of Doing Qualitative Analysis Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and intuitive inquiry, (London: The Guilford Press, 2011), 15.

qualitative research is beneficial because it can give valuable information about the typical member of a group.[3]

Based on the description above, we can conclude that the qualitative research is the type of research that tries to find and describe about the phenomena that occur in real life by using the data and then then in the form of sentences for which this research is conducted. Different types of problems related to the subject being studied. Research is carried out by extracting data directly from the field with the location and subject of the research, which is determined to be observed and inferred. The location of this field research was conducted at MAN 1 Tulang Bawang Barat with the object of the research being the student of the eleventh grade at MAN 1 Tulang Bawang Barat. The author will conduct a survey that will be used to describe and summarize phenomena. The goal of utilizing a survey for descriptive research is to gain a good step of some items.

B. Data Resources

The author classifies the sources in this study into two categories. They are classified as primary and secondary.

1. Primary sources

Original resources on which research is based are referred to as primary sources. They are either testimony or direct evidence on the

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[3] Geoffrey Marczy, *David DeMatteo and David Festinger, Essentials of Research Design and Methodology* (USA: John Wiley & Sons Inc., 2005), 16.

subject under review. Primary resource contain material in its original form, without being interpreted, condensed, or appraised by other authors.this studies key materials are some of question about the student's problem on usig Affixes through writing of the eleventh grade of MAN 1 Tulang Bawang Barat.

In this study, researchers used a purposive sampling technique, also called as a judgmental sampling, is chosen. This sampling method is a non-random sampling technique that requires the researcher to specify the participants of her research based on the certain characteristics needed in her research. Those participants who have met the characteristics as what the researcher needs can be participated in this research (Johnson & Christensen, 2012). Included in the sample criteria in the study were eleventh grade students, following the english learning process,

2. Secondary sources

Based on original materials, secondary sources provide interpretation or analysis. They may explain primary materials and frequently utilize them to support a certain thesis or argument or to persuade the reader to embrace a particular point of view. Documentation, journals, e-books, and articles relating to the topic are used as secondary sources in this study.

C. Data Collection Technique

The data collected through the process of examining data is transformed into theories or interpretations. According to Creswell, "in many qualitative studies, authors acquire many types of data and spend a significant amount of time in the natural context acquiring information".[4] The gathering of precise evidence that will allow the author to correctly analyze the results of all activities by his study design and processes is referred to as data collecting.

During the data collection phase, the author gathered the information of the student's problem in using affixes through writing in eleventh graders at MAN 1 Tulang Bawang Barat. To collect data for this study, the author employs three methods. There are three types of data collection: observation, Interview and documentation.

1. Observation

The practice of acquiring open-ended, firsthand knowledge by seeing people and places at a study location is known as observation.[5] Observation has both advantages and disadvantages as a method of data acquisition. In this research, the author will observe about the cause of the student's problem in using Affixes through writing in the eleventh grades at MAN 1 Tulang Bawang Barat.

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[4]John W. Creswell, *Research Design,* (California: Sage Publications, 2000), 84.
[5]John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research,* (England: Pearson Education, 2002), 53

The author ask the student's and also the teacher about learning process of English. The author will analyze the student's problem in using affixes through writing. When the author would take the recordings and photos of the teacher when do the interview with the teacher and student. After that, the author will analyze the problems and the cause of the problem on teaching Affixes through writing.

2. Interview

Interviews are one form of direct communication between authors and respondent's, the communication is in the form of face-to-face Q&A, so that the respondent's movements and expressions are medial patterns that complement verbal words. Therefore, the interview not only captures understanding or ideas, but can also capture the feelings, experiences, emotions, motives, shared by the respondent concerned.

Interviewing requires that authors establish access to, and make contact with, potential participants whom they have never met. If they are unduly shy about themselves or hate to make phone calls, the process of getting started can be daunting.[6] An interview is an event or a process of interaction between the interviewer and the source of information or the interviewee direct communication.

Based on the above understanding, it can be understood that an interview is an interaction or conversation conducted between two people in a face-to-face way that aims to obtain information directly by

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[6] Irvong Seidman, *Interviewing As Qualitative Research : a Guide for Researcher in Education and The Social Sciences*, (London: Teachers College Press,2006), 12.

revealing questions to respondents. Judging from the implementation of the interview is divided into two, namely:

a. Structured interviews

Structured interview is a form of interview in which authors compile detailed and systematic plans or guidelines of questions according to a certain pattern using a standard format. In this case the interviewer simply reads out the questions that have been prepared and then takes notes.

b. Unstructured interviews

An unstructured interview is an interview conducted by a author or interviewer by drawing up a steady plan but not using a standard format and sequence.[7]

Based on the description above the type of interview that authors use is a structured interview. This interview is to obtain data by asking questions orally or directly with the students who have many inappropriate in using affix on their writing who will be interviewed, by asking them some semi-structured interview questions. The participants" answers were recorded by the researcher's smartphone. So that informants can provide information that matches the actual reality.

3. Documentation

A qualitative author will utilize written papers or other artifacts to acquire a better understanding of the topic under investigation. The

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[7]A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan,* (Jakarta: Kencana, 2017), 76-77.

author collects data for this study using the documents approach. In qualitative research, documents may be a rich source of information. Creswell stated that records are both public and private. Public papers include meeting minutes, government memoranda, and newspaper articles. Personal journals and diaries, letters, and personal notes are examples of private records.[24] As a result, the secondary data that is required is recorded as a data resource in the form of documentation. Furthermore, the author will get data in the form of papers from the results of an interview with the student's as an informant on the research about the students problem on using affixes through writing.

D. Data Validity Techniques

The main characteristic of qualitative research is to conduct research in natural conditions, directly to the data source and the author becomes a key instrument of presenting data in the form of words or images and not emphasizing on numbers, using processes rather than products, conducting inductive data analysis, and emphasizing the meaning behind the observed data.

Data validity techniques are important to test the validity of data that is closely related to validity and reliability. Triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings.[8] Denzin (1970) extended the idea

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[8] Alan Bryman, *Encyclopedia of Social Science Research Methods: Triangulation*, (Thousand Oaks: SAGE Publications,2004), 3

of triangulation beyond its conventional association with research methods and designs. He distinguished four forms of triangulation[9]:

1. Data triangulation, which entails gathering data through several sampling strategies so that slices of data at different times and in different social situations, as well as on a variety of people, are gathered.

2. Investigator triangulation, which refers to the use of more than one author in the field to gather and interpret data. Here, the author uses the previous research as a reference and comparison material to conduct this research so that there is no repetition of research with the same topic.

3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data. In this research the author use the theoretical theory to analyse the result of interview when do the observation.

4. Methodological triangulation, which refers to the use of more than one method for gathering data, here the data of research are collect by the observation, documentation and interview

Based on the technique above, the author compare the data between the data form interview with the teacher and the data form interview with the student. In addition, the author also compared the data obtained from the interview results with the data obtained from observations, so that the suitability of the interview data with the facts in the field was known.

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[9] *Ibid.,* 4

E. Data Analysis Technique

The analysis of data is a vital element of a research study since the outcome becomes a conclusion from all of the research. Data analysis entails examining the tabulated material to identify character facts or meanings. Words are the most common kind of qualitative data (descriptions, observations, impressions, recordings, and the like). The author must arrange, categorize, or code the massive amount of data so that it may be explained and comprehended. In qualitative research, data analysis consists of two components: text analysis and the development of a description and themes.

To examine the data, the author will employes the Miles and Huberman model. This diagram depicts the components of this analytical model.
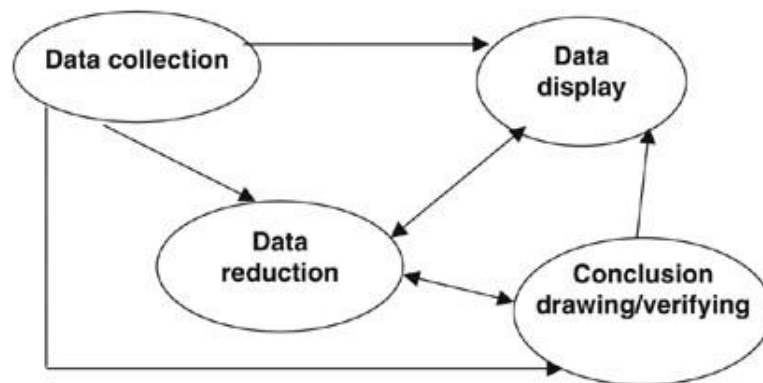
Figure 3.1 *Analysis Components of Miles and Huberman Model*

The Miles and Huberman model analyzes data and performs the following stages:[10]

1) Data collection is the process in which the author gathers all of the data that will be utilized to finish the study. Data collection is the author's phase in gathering all of the data needed to finish the research.

2) Data reduction, the author will condense the information he has gathered by summarizing and selecting certain items. The author will organize the information gathered by summarizing and selecting certain items.

3) Data display, the author will frequently utilize pictures, figures, or charts to display the material. The display should be able to describe the complete data set's content. Authors typically utilize graphs, illustrations, or charts to portray data that can communicate the general topic of the material.

4) Finally, the author will validate his study by drawing conclusions based on data results. And then, the author will confirm his study by drawing conclusions based on various data results.

As a conclusions, it can be inferred that data analysis has multiple purposes in evaluating research data, which include: interpreting the data, testing the null hypothesis, obtaining significant results, describing conclusions or making generalizations, and calculating parameter.

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[10] Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods,* In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 12

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

Researchers have conducted a study in MAN 1 Tulang Bawang Barat, on Thursday November 17th, 2022. In this study, researchers made observations related to the profile of the research location. The next research continued by conducting interviews with several students, as well as the English teacher who taught the class. In this chapter, we will discuss the results of the research and its discussion.

A. Result of the Research

1. The Description of Research Location

After making observations directly in MAN 1 Tulang Bawang Barat, researchers get some data regarding the full profile of Man 1 Tulang Bawang Barat as a research location that has been researched. Some of the profiles obtained in the observations made by researchers are about a. The Brief History of MAN 1 Tulang Bawang Barat, Vision and mission of MAN 1 Tulang Bawang Barat, The Condition of Teachers and Official Employees MAN 1 Tulang Bawang Barat, The Quantity Students of MAN 1 Tulang Bawang Barat, The structure organization of MAN 1 Tulang Bawang Barat.

a. The Brief History of MAN 1 Tulang Bawang Barat

Development in the field of religion, especially in the field of education, has a very important position and role in laying a solid moral, ethical, technological and spiritual foundation in development in the field of National Education. The development process in the field of education is directed at efforts to increase the nation's intelligence, improve the quality and quantity of students (students), then religious education is a means to add to the lively and increase religious enjoyment and increase piety towards Allah SWT. Because it plays a role in maintaining the unity and unity of the nation, what else is it in these times. Religious education plays a very important role in creating students who are moral and have noble character.

In line with this, madrasah Aliyah Negeri 1 Tulang Bawang Barat is one of the educational institutions under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia is one of the highest upper secondary educational institutions with state status. Basically Madrasah Aliyah Negeri 1 Tulang Bawang Barat is a transition from Madrasah Aliyah Negeri Mulyakencana to MAN 1 Tulang Bawang Barat

Madrasah AliyahNegeri (MAN) Mulya kencana was founded in 1998 under the name Madrasah Aliyah Miftakhurrohman. Which was housed in the complex of the Baiturrohman Mosque at that time. The founders are as follows:

Chairman : Ki.Syamsuri

Vice   : Daroji

Secretary : Samsi,S.Ag

Treasurer : Adi Sunarno

In 2003 Madrasah Aliyah Miftakhurrohman was renamed Madrasah Aliyah Negeri led by Mr. Drs. Edi Biorio. At the time of the beginning of the establishment of MAN Mulya, the physical condition of the Madrasah was very simple, namely 1 room consisting of the Principal's room, for Administration and for teachers, 3 rooms for studying, 1 volleyball court and a ceremonial court.

The area of this madrasa location is 10000 m^2 which is located in the Central Bone Bawang District, Tulang Bawang Regency. In line with the time of MAN Mulya kencana underwent several changes in both the name of impinan and the quality and quality of the students. With leadership is the period of madrasah development, namely:

a. Suroso, S.Pd period 1989 to 1992

b. Mustakim, S.Ag period 1992 to 1995

c. Drs.Edi Biorio from started in 2003 to 2010

d. Drs.Safri from 2010 to 2014

e. Drs.H.Markidi, M.Pd.I from 2014 to 2019

f. H. Imam Kahfi, S.Pd.I.,M.Pd.I from 2019 to present

From the period of leadership of Mr. Suroso, S.Pd. and the period of Mr. Mustakim, S.Ag. was a period of struggle for 6 years because the status of the madrasa was still private so it had to compete with other schools in the Tulang Bawang neighborhood. As one of the indicators of the revival of madrasahs, in 2003/2004 it was established by the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number: 558 of 2003. The year of establishment of Madrasah Aliyah Negeri 1 Tulang Bawang Barat as written above was on December 30, 2003.

b. Vision and Mission of MAN 1 Tulang Bawang Barat

1) Vison of MAN 1 Tulang Bawang Barat

"To become a madrasa that is able to produce students who are polite and sensitive to the social environment, taqwa, skilled, superior and independent which is then used as a motto into a SPECTRUM"

2) Mission of MAN 1 Tulang Bawang Barat

a) Strengthening the educational identity of MAN 1 Tulang Bawang Barat

b) Increasing equity and expanding access to education for school-age children at the Madrasah Aliyah level

c) Improving the quality and relevance of education in Madrasah Aliyah

d) Improving the governance and accountability of Madrasah Aliyah educational institutions

e) Increase the quantity of students of MAN 1 Tulang Bawang Barat

f) Makes MAN 1 Tulang Bawang Barat Tough, Competitive and dynamic

g) Improving the quality of graduates who are devout, skilled, superior and madiri

c. The Condition of Teachers and Official Employees at MAN 1 Tulang Bawang Barat

1. Teachers condition

Based on the results of direct observations in MAN 1 Tulang Bawang Barat, the number of teachers or teaching staff in MAN 1 Tulang Bawang Barat is 25 people as a whole, with the following:
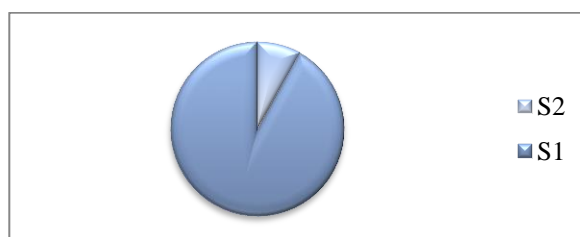
Source : Documentation of MAN 1 Tulang Bawang Barat

Figure 4.1

The Condition of Teachers at MAN 1 Tulang Bawang Barat

2. Official Emoloyes condition

Based on the results of direct observation, the condition of the employee in MAN 1 Tulang Bawang Barat are following:
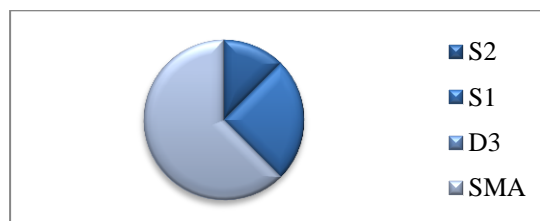
Source : Documentation of MAN 1 Tulang Bawang Barat
Figure 4.2

The Condition of Oficial Employes at MAN 1 Tulang Bawang Barat

d. **The Quantity Students of MAN 1 Tulang Bawang Barat**

The students' quantity at MAN 1 Tulang Bawang Barat is identified, as follows:
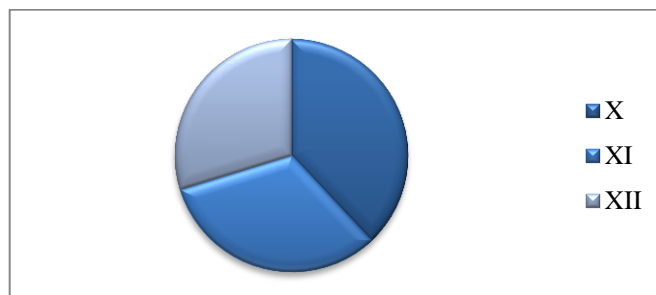
Source : Documentation of MAN 1 Tulang Bawang Barat
Figure 4.3

The Students' Quantity at MAN 1 Tulang Bawang Barat in the Academic Year of 2022/2023

As research samples, was a member of the eleventh grade of the IIS.2, Twenty-seven students consisting of twelve male and fiveteen female, as follows:

XI. IIS. 2

■ Male
■ Female
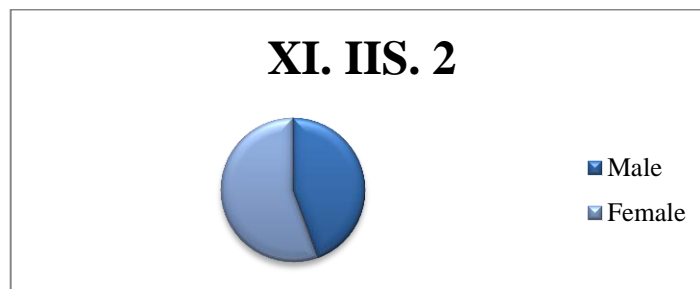
Source : Documentation of MAN 1 Tulang Bawang Barat
Figure 4.4
The Students' Quantity at the Eleventh Grade of the IIS.2 MAN 1
Tulang Bawang Barat in the Academic Year of 2022/2023

The Sample who had been used on this research are Five

Students of the Eleventh Grade of the IIS.2 MAN 1 Tulang Bawang

Barat. The samples were selected by the teacher based on criteria of

sample on chapter three.

e. The structure organization of MAN 1 Tulang Bawang Barat

The structure organization of MAN 1 Tulang Bawang Barat the academic year of 2022/2023, as follows:

Ketua Komite	Kepala Madrasah	Kaur Tata Usaha
H. Aristusyah, S.Ag	H. Imam Kahfi, M.Pd.I	Okta Kurniawan, M.Pd.I.MM

Waka Kurikulum	Waka Kesiswaan	Waka Bid Humas
Imam Suyuti, M.Pd.I	Widarto, S.Pd	Tabrani, S.Pd

Kepala Perpustakaan	BK & Dewan Pembinaan	Umum
Drs. Imam Mashuri	Dwi Eviani, S.Pd	Sugiono, S.Pd

Perpustakaan	Kesiswaan	Sarpras
Sri Puji Astuti, S.Pd.I	Khoirul Anwar, S.Pd	Hariyanto, S.Pd.I

Bendahara	Arsiparis	Kepegawaian
Mirna Sintami, S.Pd	Lasmaji, S.Pd.I	Dian Indah Winarni, S.Pd

Wali kelas

Dewan Guru

Siswa

Keterangan :

– · – · – · – : Garis Koordinasi

———— : Garis Intruksi

B. Description of the Research

The students writing of narrative text in order to find out whether the students understand and masterin on the use of affixes well or not and to analyze whether they had difficulties in using it or not. Furthermore, the result of students' writting was provided in the table below:

Table 4.1
Students' Score on Writing Narrative Text

No	Students Score	Name	Score on Tenses	Score on Using Affixes	Total
1	B	AA	52	23	75
2	C	ADP	48	12	60
3	B	ANA	73	12	85
4	C	AZ	41	24	65
5	C	BF	29	26	55
6	D	CT	31	13	44
7	C	DA	18	23	61
8	B	DAS	31	52	83
9	C	FN	35	21	56
10	C	HK	34	23	57
11	C	JAS	21	43	64
12	C	MRA	37	23	60
13	B	MDP	40	45	75
14	B	MFS	48	36	84
15	C	PL	63	24	60
16	C	RV	32	23	55
17	C	RO	37	24	61
18	C	RP	40	23	63
19	B	SBB	55	23	78
20	C	SM	35	17	52
21	B	SWP	45	40	85
22	D	SPP	26	15	41
23	C	SF	24	23	57
24	C	SKS	32	13	55
25	D	SO	23	23	46
26	E	TMP	24	13	37
27	B	VA	38	44	82
Total			**1012**	**681**	**1693**

Based on the table above, it can be seen that the score in the writing activity owned by students who do not reach the completion criteria is more. It also appears that the low score of students is influenced by the student's score on using of Affixes. It seems that the student having more difficulties on using affixes through writing.

To analyze the students difficulties on using affixes through writing, the researcher doing an interview. To answer the research question, some student needed to do an interview with the eleventh grade of MAN 1 Tulang Bawang Barat. The interview had been done in MAN 1 Tulang Bawang Barat on November 17th and 19th 2022. There are five students based on the criteria of the informant in this research based on the criteria in chapter three, and also based on the suggestion from a teacher. Those student were selected based on the result of using Affix when do the writing. There are four main points that will be focused in analyze students interview namely the definition of affixes, students perception of learning affixes, students difficulties in learning affix, and Teacher's strategies in overcoming the students difficulties in using affixes through writing.

The analysis of the teacher and students interview that focused on the four main points which were mentioned above will be discussed below.

1. **The definition of affixes according to the students**

From the students' interview results, it can be concluded that they have ever heard and learned about affixes in vocabulary. They do not realize the affixes by its name but by its examples. Furthermore, they do not remember the affixes specifically since they feel that they use it rarely either in their writing.

a) Affix as addition

The students expressed their opinions about Affix with the same intention but with different sentences according to their respective understandings. According to the results of interviews with students 1, 2 and 5 defining that Affix is an affix added to a base word. By the understanding of the first student, affix is a word that is usually added at the beginning or end of a base word[27]

Just as stated by student 1, student 3 also means that Affix is a part of a word added to a base word where this word can be added in front of or behind the base word. The student 3 aid that Affix is that Affix is part of a word added at the beginning or at the end of a base word[28]

Student 4 said with another sentence that has almost the same meaning as other students. Student 4 defines that Affix is a

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[27] Interview, Student 1, Day1, November 17th 2022
[28] Interview, Student 3, Day2, November 19th 2022

morpheme whose arrangement is at the beginning or end of a word profit forming a new word. "Affix is a linked morpheme that in Indonesian is called the 'kata imbuhan' which is at the beginning at the end or in the middle of a root word to form a new word"[29]

The information mentioned above is very useful and helpful that the researcher can know that they have a good background knowledge related to the use of affixes. Therefore, it can be concluded that the mistakes which were done by the students is not caused by their lack of knowledge about it. Then, some other questions related to students understanding and difficulties related to the use of the affixation were asked to them in order that the results of interview are not far from the researcher expectation.

b) Types of affixes

In defining Affix, students mention that Affix is an addition word that is added at the beginning and also at the end of a base word. In another question students mentioned the types of affix:

1) Prefix as the beginning of word

Every student understands the theory of prefixes that are in front of/at the beginning of the base word. Like what

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[29] Interview, Student 4, Day2, November 19th 2022

students 4 and 5 have said "Prefix is an affix in the form of several letters added at the beginning of a base word"[30]

This statement is almost the same as the statements of students 3 and 1 which state that prefix is an affix that exists at the beginning of a base word. "If from the understanding of that I know, prefix is a kind of affix word that is added at the beginning of the root or the base word, for example, the solution is added with the word re- become a resolution. It's like that, sist I know."[31]

There are even students who really understand the Affix itself, especially about prefixes so that answering the researcher's question can explain so clearly to the researcher.

> The affixation that I know is three types. The first one is prefix. The example of prefix is dislike, 'dis' is the affixation of prefix and the location is in front of the word 'like'. So, like means 'suka' and the ending with 'dis', the meaning will change to be 'tidak suka'. And the second one is infix. I, actually, don't understand about infix. And the last one is suffix which is ending in the last word, for example: childhood. Childhood. Ya childhood. Child is the base word and hood is the suffix. So, when it become a word, the meaning is changing. Child is.., the meaning is 'anak-anak', and 'hood'..em…, so, when the word is coming together, the meaning will change to be 'masa kanak-kanak'. So, that's all what I know about affixation.[32]

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[30] Interview, Student 4, Day2, November 19th 2022
[31] Interview, Student 3, Day2, November 19th 2022
[32] Interview, Student 1, Day1, November 17th 2022

Based on the results of interviews with students above, it can be seen that students quite understand the concept of Affix theory called Prefix where this prefix is used as a prefix and can form a new word so that it is able to change the meaning of the basic word.

2) Suffix as the end of word

In addition to asking students about prefixes, researchers also asked about another type of affix, namely suffix. So students also express their understanding of interpreting suffixes based on what they know. As student 3 said that the suffix is at the end of the base word.

> Emm....... if the prefix is added to the beginning or before the base word, well if this suffix is at the end or after the base word, and is able to change the meaning of the word. For example, the word 'happy' which means 'happy' and added with the affix '–ness' becomes the word 'happiness' which means 'kebahagiaan' yes it's if I'm not mistaken, sist[33]

Almost the same as what was conveyed by student 3, student 5 also conveyed the same thing that the suffix of his position is at the end of the basic word.

> This suffix is the same as the prefix just now, it can cause a change in the meaning of a word. it's just that this suffix is an affix added after root or the base word. For example, like a word 'present' which added with suffix 'ation' becomes the word 'presentation' which means 'presentasi'.[34]

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[33] Interview, Student 3, Day2, November 19th 2022
[34] Interview, Student 5, Day2, November 19th 2022

The information mentioned above is very useful and helpful that the researcher can know that they have a good background knowledge related to the affixation. Therefore, it can be concluded that the mistakes which were done by the students is not caused by their lack of knowledge about it. Then, some other questions related to students understanding and difficulties related to the use of the affixation were asked to them in order that the results of interview are not far from the researcher's expectation.

2. **Students Problem On Using Affixes and The Causes of It**

After conducting interviews with several students and also with a teacher, several problems were found by students in learning the use of Affix when writing. Here are some of the problems on students experience in using Affix to answer the first research question.

a. Detecting the form of word

One of the students who had been interviewed raised his problem in using affix when writing. Student 2 and student 5 are kesulitan in distinguishing between words with affix and also words that do not use affix.

> Sometimes, I confused in using affixation because in my opinion the word has, we usually know that the word, for example: wonderful, is the meaning of wonderful is 'mengagumkan'. So, I think that wonderful has no affixation because it has its own meaning. So, without

have the affixation, the meaning of wonderful is 'mengagumkan' and I don't realize that wonderful also has the affixation 'ful'. So, the base word of wonderful is wonder. So, its make me little bit confused, sometimes.[35]

From the information obtained in interviews with students we can analyze the cause of this problem is that the material they received is likely that they are still not mature or fully understand this material. But sometimes the student may be embarrassed when they want to ask questions and ask to be explained again by the teacher. And the thing that often happens is that they will ask their friends. Again, there is a perception that people are different, there will be different understandings that they will receive. When he asks friend A with friend B they have a slightly different understanding so that the student who asks will be even more confused.

b. Deciding the appropriate affix when do the writing process

When writing, of course, students will pay attention to every word written whether it matches the sentence they are going to write. The problem this time was experienced by students 1 and 3. The problem it faces is that they have difficulty when they have to adjust the word they have to write whether or not it has a meaning that corresponds to the sentence they are going to write when they add affix to the base word. Because basically the

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[35] Interview, Student 2, Day1, November 17th 2022

existence of an affixes are also useful for changing the meaning to match the sentence to be written by the student.

> I confused to use the affixation because I don't know the correct one. For example, like 'im', I – M, for impossible is mean 'tidakmungkin' but sometimes we can't put the 'im' in certain words. We have to put may be like a 'un-' in 'unprofessional' and we can't put 'im-' in 'happy'. That,there is no 'imhappy' but 'unhappy'.[36]

The information obtained from the students above, can be analyzed that the problem experienced by the student is the lack of knowledge of the affix material that used on their written, so that the word was wrote by the students are more precise. In addition, the existence of the word affix which has the same meaning is also increasingly confusing students to use affixes which is more appropriate in the use of the word.

c. Selecting the type of affixes to use in writing text

The next problem is experienced by student 2 where he has difficulty in determining/selecting the affix he will use in writing a sentence.

> May be there are two kinds of affixes, and it's so hard and make me confused about it. When, which word we use prefix, which word we use suffix, or which word use prefix. So, I think that is very confused for example, different, difference. There is use different suffix and it's so hard to know and to translate the paragraph into Bahasa. We have to know about different, differentiate, differences, or something else.[37]

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[36] Interview, Student 1, Day1, November 17th 2022
[37] Interview, Student 2, Day1, November 17th 2022

Based on what has been conveyed by the student above, the difficulty experienced by the student is caused by the student's lack of understanding of whether or not the word is appropriate when he chooses to use an affix. Because basically also to choose the use of affix it is also necessary to pay attention to the appropriateness of the word that he will include in the sentence he is going to write

d. Having lack of vocabulary

During an interview with the teacher, the teacher accidentally mentioned the problem of students using affix when writing. Which is the most experienced problem by students in the writing process, namely the limited vocabulary they have. During this time students are advised to multiply the vocabulary treasury they have by memorizing vocabulary.

> If I look at the problems of every study, especially English, even not only in the use of affix when writing but also in other skills as well, the most frequent problem is the lack of vocabulary they have. So let alone the affix they will use, even the word they are going to write can be that they are already confused.[38]

3. **Teachers Perceptions of Learning Affixes**

Based on interviews conducted with teachers, it can be found that teachers' perceptions of Affix learning can be found. Affix learning itself has its own role in the writing process. When students

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[38] Interview, Mrs. Rahma Susanti, November 17th 2022

do not understand the use of affix, it is likely that in the writing process students are also likely to be constrained.

> If I think learning Affix is quite important, yes, by learning and understanding affix students also become easier and when writing usually students initially use Indonesian, so by understanding affix students can translate it so that the word can match the sentence they want to write[39]

Based on the information above, an understanding of Affix learning itself can help students more easily adjust the words used when writing.

4. **The Teacher's Strategy In Overcoming The Students Difficulties In Using Affixes Through Writing**

Every teacher wants their students to be able to understand every material they have delivered. In this study, there are several strategies used by teachers in overcoming students who have difficulty responding to or understanding the material they convey. To solve this problem faced by students, the teacher has several ways or strategies that he applies to his students.

> To overcome students who are not responsive and do not understand the material, especially in Affix, I usually ask students to look for notes and also memorize some vocabulary that has Affix in it. In addition, students can search through online media such as Google or Youtube to find additional material so that students are able to understand the material in their own way. In addition, of course, students can discuss with their friends about this Affix material so that they can share with each other and ask each other about material that they don't understand.[40]

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[39] Ibid
[40] Interview, Mrs. Rahma Susanti, November 17th 2022

Based on the statement expressed by the English teacher in the class, the teacher has three ways to overcome the problems faced by the student, including:

a) Searching, taking notes and memorizing

By using this method, the teacher believes that the more students look for notes and memorize material, especially vocabulary, which usually uses affix in writing when formed in a sentence, the more students will slowly understand the material. Actually, this method is the most basic method for a student where indeed every student will be asked and even required by an English teacher to memorize vocabulary. Because the more vocabulary that the students have, the easier it will be for students to learn English, especially for writing activities.

b) Searching for additional materials through online media

As technology develops in this era, it will be easier for everyone to access whatever they want. Not a few websites also provide the needs sought by the community. Especially now that its easier for everyone to access online media and supportive networks. Therefore, teachers advise students to try to find material about Affix through online media with the gadget that currently almost everyone has and is able to use gadgets, especially for students at the high school level they can more

easily find additional material when they feel that the existing material is still not understood

c) Discussion with classmates

Discussion is one of the learning strategies that teachers recommend in teaching in the classroom. With discussions in the classroom, students can ask each other about material they don't understand. In this discussion, other students who already understand and understand can convey their understanding, which of course will also be explained in more depth by the teacher.

C. Discussion

Initially, the first point in this chapter based on the result of students interview is the definition of affixes point. It is important to discuss in order to know whether the students have a basic knowledge about it or not. Then, it can analyze with the theory on the chapter Two. As the result, all of students who had been interviewed can understanding well about an affixes, and they can descript it in different way.

Moreover, the second point that can discussed in this chapter are about the learning process on class itself. As the result, showed both how important and difficulties on using affixes when do the learning process. As Byrd and Mints claimed affixes as one of many ways to build vocabulary, the result shows that all of the students claimed that affixes is important to learn either because it is often used in their speaking and writing skills or because it can change the meaning of word which affix is attached in it that leads them to

have a new vocabulary as well.[41] Besides, some of students thought that affixes are difficult to learn due to its confusing form and confusing rules. It's confusing form means that students were confused to decide whether an affixes is attached in a word or not. Because, some words are added by affixes while they thought they are not since they did not realize it. Then, its confusing rules means that the students did not know the function of each affixes so they were confused to decide an appropriate affixes to be added to form adjective, noun, verb, or adverb. However, some students claimed that affixes are not difficult to learn because it only has three types to be known and learned. Therefore, by memorizing and understanding the rule and the use of each type, the students can apply it well.

Furthermore, to answer the first research question of this research which was "What are students problems in using the affixes in their writing?", four problems were found based on the result of the interview namely detecting the form of word, deciding the appropriate affix when do the writing process, selecting the type of affixes to use in writng text, and having lack of vocabulary. In case of detecting the form of word, it is found that students were confused to decide which word is attached by affixes and which word is not. Referring to Plag, affixes are also confusing since it has no strong evidence that confirms a word as a root word or an affixes.[42] Similar to the case of deciding the appropriate affixes and selecting the type of affixes, it

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[41] Byrd, D. & Mints, T.H, Discovering speech, words, and mind. (United Kingdom: A John Wiley & Sons, Ltd., Publication,2010), 208-219

[42] Plag ,I. (Ed.), Cambridge textbooks in linguistics: Word-formation in English (second ed.), (New York: Cambridge University Press, 2018), 72

is found that the students were confused to decide an appropriate affixes that should be attached to a certain word and where it is supposed to be attached, either it is used as prefix or suffix. As Lieber described affixes has many rules and is functioned differently that may confused the learners, some students thought the same as well.[43] Besides, having lack of vocabulary also claimed as one of difficulties in using affixes because students might have few mistakes if they know the vocabulary of a certain word. It can be said, even students do not realize the use of affixes, the words that the use in their essay can be correctly formed if they know the vocabulary related to the words meaning in Indonesian language. Fortunately, neither of the students was difficult to use affixes because of having dyslexia as Caplan found in his research where students were difficult to recognize the affixes that attached in the beginning or at the end of a root word due to the reading and writing difficulties of theirs.[44]

Furthermore, to answer the second research question regarding the causes of problems faced by students in the use of affixes when writing, namely the lack of responsiveness of students in the process of learning activities. Basically, the student's response in every learning process is very important where when a student may not understand, the student will immediately ask about what he still doesn't understand. Unlike the situation

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[43] Lieber, R. & Stekauer, P. (Eds.), The Oxford handbook of derivational morphology, (Oxford: Oxford University Press, 2014), 56

[44] Caplan, D. (Ed), Neurolinguistics and linguistics aphasiology: An introduction (Cambridge studies in speech science and communication) (sixth ed.), (New York: Cambridge University Press. 1998), 233

of the student who is less responsive, they just follow the learning flow without daring to ask what things they don't understand. In addition, this problem is also influenced by the level of understanding and also the acceptance of students in understanding different materials. The limited vocabulary that students have is also the most basic cause of any encroachment and also the difficulty of students in learning to understand the material.

CHAPTER V
CONCLUSION AND SUGGESTION

The conclusion of research finding and discussion; and the suggestion were attached in this chapter. The suggestion was mainly suggested to Eleventh grade of MAN 1Tulang Bawang Barat and the next researcher who will conduct the same field of study.

A. Conclusion

Based on the results of interviews with students of eleventh grades of MAN 1 Tulang Bawang Barat, researchers found several problems faced by students in using affixes. Some of the problems faced by students in the use of affixes when writing include, students have difficulty in detecting the form of a word, the students have difficulty in selecting and determining the use of appropriate affixes when writing, and lack of vocabulary that have by the student. It was found that, sometimes the students did not realize that they use inappropriate affixes before they were asked to find both prefix and suffix in their essay.

The problems faced by students are caused by several things, including the student ability on writing are not mastery about the formatting of word. The causes of this problem are the student having lack of knowledge on using affixes through writing. This happens because students are less interested in adding vocabulary and are even rare and lazy to memorize and add to the vocabulary they have.

To overcome the students' problem on using affixes the researcher ar suggested the student to be more actively on learning activity especially can be more confident to ask about the material hat they are can not understood. And then the student should be found more reference about affixes on the other resource, for the example from e-book or the other books about affixes. In this era, of course the student has gadget which is it can be the medium to search more about the material to added their knowledge. For the last is the teacher can motivate the student to add their vocabulary by memorizing the vocabulary.

Therefore, they need to added their vocabulary to memorize and learn more about affixes to improve their writing skills. However, teacher strategies mentioned in chapter four and the suggestion given by the researcher are expected to be applied well by students to help them to overcome their difficulties in using the affixes.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the improvement of teaching and learning process, as follows:

1. For the Student
   a. Learn to be more focused and active in the learning process.
   b. learning affixes is very useful to enrich students vocabulary. By knowing the function of each affixes, it will be easier for students to form new word by using affixes.

c. It is suggested that affixes should be taught well and let students to have more time to apply it in their skills by adding more topics about affixes in the syllabus in order to enrich their vocabulary.

2. For the English teacher

   a. The teachers should motivate students to be more active in the learning process

   b. It is better for the teacher to directing students to be more active in multiplying the vocabulary they have.

   c. Teachers are advised to prepare and select the right materials and strategies to create more effective learning activities. Teachers must be able to create a cool and comfortable learning atmosphere so that students are easier to accept the material presented and also students are not awkward when they want to ask questions about material they may not understand.

3. For the next researcher

   It is suggested to conduct or analyze the benefit that English learners get while applying affixes in their writing. Moreover, analyzing the early student vocabulary before and after they learn affix is also interesting to be discussed. Since, the effectiveness of using affixes can be proven by doing this research to measure how important is the affixes through writing for Eleventh grade learners on English subject

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APPENDIXES

Nomor   : B-4503/In.28.1/J/TL.00/10/2022
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Umi Yawisah (Pembimbing 1)
(Pembimbing 2)
di-
     Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**Egalivia Anggraini**
NPM	:	1801071015
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS STUDENT'S PROBLEM ON USING AFFIXES THROUGH WRITING OF THE ELEVENTH GRADE OF MAN 1 TULANG BAWANG BARAT

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, 14 Oktober 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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

Nama : Egalivia Anggraini   Prodi   : TBI
NPM : 1801071015   Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Jum'at 9/-12 /12	✓	chapter V → answer the problem formulation	
	Senin 12/-22 /12	✓	abstract → Revise	
	Selasa 13/-22 /12	✓	Revision is ok ACC for munaqosyah	

Mengetahui
Ketua Prodi TBI

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Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
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AN ANALYSIS STUDENTS PROBLEM ON USING AFFIXES THROUGH WRITING OF THE ELEVENTH GRADE OF MAN 1 TULANG BAWANG BARAT

by Egalivia Anggraini 1801071015

AN UNDERGRADUATE THESIS

AN ANALYSIS STUDENTS   PROBLEM ON USING AFFIXES [1]
THROUGH WRITING OF THE ELEVENTH GRADE

OF MAN 1 TULANG BAWANG BARAT

BY:

EGALIVIA ANGGRAINI

STUDENT NUMBER: 1801071015

Tarbiyah And Teachers Training Faculty

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/2022 M

AN ANALYSIS STUDENTS PROBLEM ON USING AFFIXES THROUGH WRITING OF THE ELEVENTH GRADE OF MAN 1 TULANG BAWANG BARAT

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Nomor   : B-4599/In.28/D.1/TL.00/10/2022

Lampiran : -

Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 TULANG BAWANG BARAT
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4598/In.28/D.1/TL.01/10/2022, tanggal 25 Oktober 2022 atas nama saudara:

Nama	:	**Egalivia Anggraini**
NPM	:	1801071015
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 TULANG BAWANG BARAT, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS PROBLEM ON USING AFFIXES THROUGH WRITING OF THE ELEVENTH GRADE OF MAN 1 TULANG BAWANG BARAT".

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

Wassalamu'alaikum Wr. Wb.

Metro, 25 Oktober 2022
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

S U R A T   T U G A S
Nomor: B-4598/In.28/D.1/TL.01/10/2022

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

Nama	:	**Egalivia Anggraini**
NPM	:	1801071015
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di MAN 1 TULANG BAWANG BARAT, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS PROBLEM ON USING AFFIXES THROUGH WRITING OF THE ELEVENTH GRADE OF MAN 1 TULANG BAWANG BARAT".

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 : 25 Oktober 2022

Mengetahui,
Pejabat Setempat

H. IMAM KAHFI M.Pd.I
NIP : 1966 0312 2000 12 1001

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Tulang Bawang Barat, 19 November 2022

SURAT KETERANGAN
Nomor : B-236/Ma.08.01/PP.006/11/2022

Yang bertandatangan dibawah ini kepala Madrasah Aliyah Negeri 1 Tulang Bawang Barat, menerangkan dengan sesungguhnya :

Nama   : EGALIVIA ANGGRAINI

NIM   : 1801071015

Jurusan   : Tadris Bahasa Inggris

Semester   : 9 (Sembilan)

Nama tersebut diatas benar telah melakukan Research/Survey di MAN 1 Tulang Bawang Barat guna untuk kelengkapan penyusunan Tugas Akhir / Skripsi mahasiswa tersebut yang berjudul *"AN ANALYSIS OF THE STUDENTS PROBLEM ON USING AFFIXES THROUGH WRITING OF THE ELEVENTH GRADE OF MAN 1 TULANG BAWANG BARAT"*

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dipergunakan sebagai mana mestinya.

Kepala

H.Imam Kahfi,M.Pd.I
NIP 196603122000121001

Student Score on Writing Activity
XI.IIS MAN 1 Tulang Bawang Barat

No	Name	Score	Interpretation
1	AA	75	**Complete**
2	ADP	60	Incomplete
3	ANA	85	**Complete**
4	AZ	65	Incomplete
5	BF	55	Incomplete
6	CT	44	Incomplete
7	DA	61	Incomplete
8	DAS	83	**Complete**
9	FN	56	Incomplete
10	HK	57	Incomplete
11	JAS	64	Incomplete
12	MRA	60	Incomplete
13	MDP	75	**Complete**
14	MFS	84	**Complete**
15	PL	60	Incomplete
16	RV	55	Incomplete
17	RO	61	Incomplete
18	RP	63	Incomplete
19	SBB	78	**Complete**
20	SM	52	Incomplete
21	SWP	85	**Complete**
22	SPP	41	Incomplete
23	SF	57	Incomplete
24	SKS	55	Incomplete
25	SO	46	Incomplete
26	TMP	37	Incomplete
27	VA	82	**Complete**

AN ANALYSIS OF THE STUDENTS PROBLEM ON USING AFFIXES THROUGH WRITING OF THE ELEVENTH GRADE OF MAN 1 TULANG BAWANG BARAT

Data Collecting Tools

A. Observation

In this research, the researcher will do the research a round of school by doing:

1. Observ the condition of the research location, in MAN 1 Tulang Bawang Barat

2. Observ the process of English learning to know about how the learning process and the difficulties that faced by the student in using affix through writing

B. Interview

1. Interview with the student's

    a. How is the process of learning English that runs in class?

    b. In delivering the material does the teacher explain while giving examples?

    c. Do the teachers use the group discussion system in learning?

    d. How do you respond when you don't understand the material provided by the teacher?

    e. Do your friends want to help when you don't understand the teacher's material?

    f. What do you know about Affixes?

g. What types of Affixes do you know?

h. Do you have any difficulties in using affixes? If you do, what are they?

i. What types of affixes are more difficult? Why?

2. Interview with the teacher

a. How is the learning process in class?

b. How to deliver the material of affixes applied in writing text?

c. How important do you think Affix Learning in writing?

d. How do you respond to the incompetent students? If any, what will you do?

e. What strategies do you use to cope with the students who have difficulty in learning?

C. Documentation

This documentation process is carried out by documenting related to:

1. The profile of MAN 1 Tulang Bawang Barat

   a. The brief history of MAN 1 Tulang Bawang Barat

   b. Vision and Mision of MAN 1 Tulang Bawang Barat

   c. The structure organization of MAN 1 Tulang Bawang Barat

   d. Teacher's and Student's of MAN 1 Tulang Bawang Barat

The Head of English
Education Department

Sponsor

Andianto, M.Pd
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Dr. Umi Yawisah, M.Hum
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Script of Interview with Teacher

Int : How is the learning process in class?

Teacher : The learning process that is carried out in class, runs conducively, with the diverse character of the students, rich in active students, passive and so on, so if the student has a passive character in class whether he understands or does not understand the material, he just stays silent

Int : How to deliver the material of affixes applied in writing text?

Teacher : To deliver this material I will usually explain step by step how to use the affix itself, especially to adjust its use. So in this way it can minimize students who do not understand the material I convey

Int : How important do you think Affix Learning in writing?

Teacher : if I think learning Affix is quite important, yes, by learning and understanding affix students also become easier and when writing usually students initially use Indonesian, so by understanding affix students can translate it so that the word can match the sentence they want to write

Int : How do you response to the incompetent student? If any what will you do?

Teacher : Usually I will hold a group to discuss, so students can ask each other questions, if indeed if indeed the student still hasn't found the answer, I will help give an explanation again.

Int : What strategies do you use to cope with students who have difficulty in learning?

Teacher : To overcome students who are not responsive and do not understand the material, especially in Affix, I usually ask students to look for notes and also memorize some vocabulary that has Affix in it. In addition, students can search through online media such as Google or Youtube to find additional material so that students are able to understand the material in their own way. In addition, of course, students can discuss with their friends about this Affix material so that they can share with each other and ask each other about material that they don't understand

Script of Interview Student 1

Int : How is the process of learning English that runs in class?

Student 1 : In class we learn by paying attention to the explanation of the material from the teacher, after which usually the teacher will give us assignments for the material delivered on that day.

Int : In delivering the material does the teacher explain while giving examples?

Student 1 : Yes, the teacher when explaining the material always gives an example

Int : Do the teachers use the group discussion system in learning?

Student 1 : sometimes teachers also ask teachers to do assignments in groups

Int : How do you respond when you don't understand the material provided by the teacher?

Student 1 : I'll ask when I don't understand about the material that is delivered by the teacher.

Int : Do your friends want to help when you don't understand the teacher's material?

Student 1 : if I ask ya sometimes answered sometimes also they didn't answer my question

Int : What do you know about Affixes?

Student 1 : From my understanding, affix is a word that is usually added at the beginning or end of a base word

Int : What types of Affixes do you know?

Student 1 :The affixes that I know are two types. The first one is prefix. The example of prefix is dislike, 'dis' is the affixation of prefix and the location is in front of the word 'like'. So, like means 'suka' and the ending with 'dis', the meaning will change to be 'tidak suka'. And the last one is suffix which is ending in the last word, for example: childhood. Childhood. Ya childhood. Child is the base word and hood is the suffix. So, when it become a word, the meaning is changing. Child is.., the meaning is 'anak-anak', and 'hood'..em…, so, when the word is coming together, the meaning will change to be 'masa kanak-kanak'. So, that's all what I know about affix.

Int : Do you have any difficulties in using Affixes? If any, what are they?

Student 1 : I confused to use the affixation because I don't know the correct one. For example, like 'im', I – M, for impossible is mean 'tidakmungkin' but sometimes we can't put the 'im' in certain words. We have to put may be like a 'un-' in 'unprofessional' and we can't put 'im-' in 'happy'. That..,there is no 'imhappy' but 'unhappy'

Int : What types of affix are more difficult? Why?

Student 1 : prefix, because sometimes there are words that are similar, then sometimes there are affixes that have the same meaning but sometimes do not match the same words made

Script of Interview Student 2

Int   : How is the process of learning English that runs in class?

Student 2   : The learning process in the classroom usually gives an explanation of the material, after which the teacher will give an example of the material. After that, the teacher gave me a question to be worked on

Int   : In delivering the material does the teacher explain while giving examples?

Student 2   : if the example of the teacher always gives you sis, so that we can do the task given afterwards

Int   : Do the teachers use the group discussion system in learning?

Student 2   : sometimes there are also group discussions that

Int   : How do you respond when you don't understand the material provided by the teacher?

Student 2   : sometimes I ask my friends, brother, because if you ask the teacher, sometimes you still like to be confused, yaahhh even though sometimes the same friends are also lack of understanding with the material

Int   : Do your friends want to help when you don't understand the teacher's material?

Student 2   : yes, my friends always help me when I don't understand the lesson

Int   : What do you know about Affixes?

Student 2   : Affix is a grammatical element that is combined with a word, stem, or phrase to produce derived or inflected forms.

Int   : What types of Affixes do you know?

Student 2   : There are three main types of affixes: prefixes and suffixes. A prefix occurs at the beginning of a word or stem (sub-mit, pre-determine, un-willing); a suffix at the end (wonder-ful, depend-ent, act-ion)

Int   : Do you have any difficulties in using Affixes? If any, what are they?

Student 2   : Sometimes, I confused in using affixation because in my opinion the word has, we usually know that the word, for example: wonderful, is the meaning of wonderful is 'mengagumkan'. So, I think that wonderful has no affixation because it has its own meaning. So, without have the affixation, the meaning of wonderful is 'mengagumkan' and I don't realize that wonderful also has the affixation 'ful'. So, the base word of wonderful is wonder. So, it's make me little bit confused, sometimes."

Int   : What types of affix are more difficult? Why?

Student 2   : yahh it's like all the type of affix sist, because I often forget the same type of affix it

Script of Interview Student 3

Int : How is the process of learning English that runs in class?

Student 3 : runs smoothly and well according to the existing curriculum.

Int : In delivering the material does the teacher explain while giving examples?

Student 3 : yes, it is certain because otherwise we do not understand, sometimes we have used examples, there are still many who do not understand.

Int : Do the teachers use the group discussion system in learning?

Student 3 : yes almost every teacher uses it

Int : How do you respond when you don't understand the material provided by the teacher?

Student 3 : I'll ask to be re-explained

Int : Do your friends want to help when you don't understand the teacher's material?

Student 3 : of course they are willing to help

Int : What do you know about Affixes?

Student 3 : So all I know Affix is that Affix is part of a word added at the beginning or at the end of a base word

Int : What types of Affixes do you know?

Student 3 : If from the understanding of that I know, prefix is a kind of affix word that is added at the beginning of the root or the base word, for example, the solution is added with the word re- become a resolution. It's like that, sist I know

Int : Do you have any difficulties in using Affixes? If any, what are they?

Student 3 : Yes there is, sometimes I like to be confused between using affix which is a type of suffix, or it is a verb that uses verb 2

Int : What types of affix are more difficult? Why?

Student 3 : The difficult thing is the suffix type, because many verb 2 words are included in the regular verb with the affix 'ed' behind it

Script of Interview Student 4

Int	: How is the process of learning English that runs in class?
Student 4	: I think I'm a bit struggling because I rarely use English. Because I am also sometimes embarrassed if I want to ask questions that I don't understand from the English material.
Int	: In delivering the material does the teacher explain while giving examples?
Student 4	: Yes, teachers usually give examples in the material described, but sometimes I still like to be confused about the application when I get an assignment from the meter.
Int	: Do the teachers use the group discussion system in learning?
Student 4	: Yes, teachers sometimes use group discussions so that we can share with each other about the material we understand and don't understand
Int	: How do you respond when you don't understand the material provided by the teacher?
Student 4	: yes, I ask friends more often, because if you want to ask the teacher, I am ashamed of my friends who are smarter
Int	: Do your friends want to help when you don't understand the teacher's material?
Student 4	: yes, my friends who are familiar with it are the ones I sometimes ask and want to answer my questions
Int	: What do you know about Affixes?
Student 4	: Affix is a linked morpheme that in Indonesian is called the 'kata imbuhan' which is at the beginning at the end or in the middle of a root word to form a new word
Int	: What types of Affixes do you know?
Student 4	: Type of affixes that I know are prefix and suffix. Prefix is an affix in the form of several letters added at the beginning of a base word. And Suffix is an affix in the form of several letters added at the ending of a base word
Int	: Do you have any difficulties in using Affixes? If any, what are they?
Student 4	: yes There is, the difficulty is that sometimes I often forget about the type of affix that is appropriate to be used in the word
Int	: What types of affix are more difficult? Why?
Student 4	: yahh it's like all the type of affix sist, because I often forget the same type of affix it

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Script of Interview Student 5

Int : How is the process of learning English that runs in class?

Student 5 : classroom learning runs like learning other subjects, the teacher explains the material and gives examples and continues to give assignments

Int : In delivering the material does the teacher explain while giving examples?

Student 5 : yes, the teacher always gives an example, because if you don't give an example, we rarely understand

Int : Do the teachers use the group discussion system in learning?

Student 5 : Each teacher uses a group discussion system. So that we can learn together and we help each other our friends who are not good at the material

Int : How do you respond when you don't understand the material provided by the teacher?

Student 5 : first I will ask my friend first, if I still don't understand it, I will also ask the teacher

Int : Do your friends want to help when you don't understand the teacher's material?

Student 5 : yes my friend wants to help as much as they can

Int : What do you know about Affixes?

Student 5 : affix is a word that is added at the beginning or end of a word to form a new word

Int : What types of Affixes do you know?

Student 5 : emmm....... if the prefix is added to the beginning or before the base word, well if this suffix is at the end or after the base word, and is able to change the meaning of the word. For example, the word 'happy' which means 'happy' and added with the affix '–ness' becomes the word 'happiness' which means 'kebahagiaan' yes it's if I'm not mistaken, sist. This suffix is the same as the prefix just now, it can cause a change in the meaning of a word. it's just that this suffix is an affix added after root or the base word. For example, like a word 'present' which added with suffix 'ation' becomes the word 'presentation' which means 'presentasi'

Int : Do you have any difficulties in using Affixes? If any, what are they?

Student 5 : yes I have difficulties when using affix in the writing I make, like the vocabulary I have is lacking so I am confused about the English word I want to use, besides that I am sometimes confused to adjust the affix that I want to use.

Int : What types of affix are more difficult? Why?

Student 5 : in my opinion it is more difficult to use prefixes because sometimes the word has the same meaning but fits the same basic word so it's weird

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1616/In.28/S/U.1/OT.01/12/2022

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

Nama	: Egalivia Anggraini	
NPM	: 1801071015	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071015

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 Desember 2022
Kepala Perpustakaan

As'ad, S. Ag., S. Hum., M.H., C.Me.
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SURAT KETERANGAN BEBAS PUSTAKA

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

Nama   : Egalivia Anggraini

NPM   : 1801071015

Jurusan   : Tadris Bahasa Inggris

Telah melakukan administrasi perpinjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Desember 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP.198711022015031004

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Documentation of Research

Documentation of Interview With 1st Student

Documentation of Interview With 2nd Student

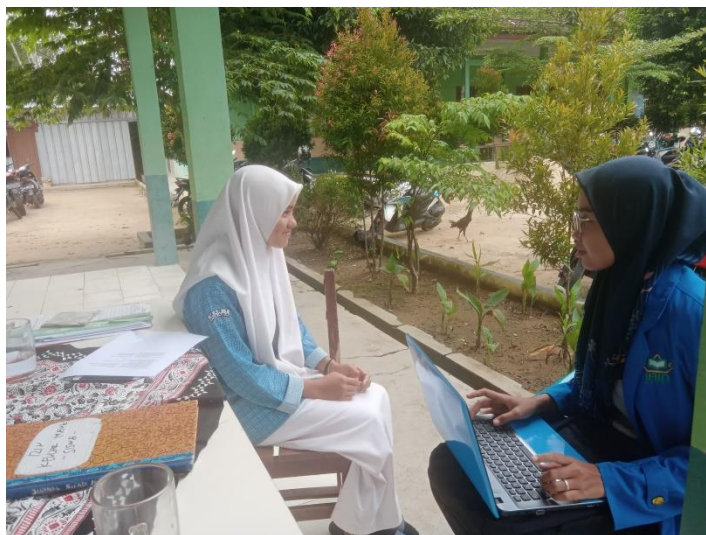Documentation of Interview With 3rd Student

Documentation of Interview With the Teacher

Documentation of Interview With 4th Student

Documentation of Interview With 5th Student

CURICULUM VITAE

The Researcher's full name is Egalivia Anggraini, She was born in Mulya Kencana village Kecamatan. Central Tulang Bawang, Kabupaten. West Tulang Bawang On April 26th, 2000. She is the first child in her family. Her Father is Mr. Kusmadi and her mother is Mrs. Rohimah.

She graduated her elementary School in 2012 at SD N 3 Mulya Kencana. She continued her Junior High School at SMP N 03 Tulang Bawang Tengah and graduated in 2015. Then she continued at MAN 1 Tulang Bawang Barat and graduated in 2018. She was accepted at IAIN Metro as A Student of English Education Department since 2018.

The researcher's organizational experience includes, scouting in 2011-present, and then becoming staff of the Public Relations & Publications Division of Ikatan Keluarga Besar Mahasiswa Bidikmisi (IKABIM) IAIN Metro In 2020, became the Chairperson for Social and Cultural Religion (AGSIYA) of the IAIN Metro Scout in 2021. Became the Head of the Communication and Information division of the Student Association of the Department (HMJ) of English Education Department in 2021.