

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description of Research Location

1. Brief History of English Department

Jurusan Tadris Bahasa Inggris was opened in 1984 with the first head is Drs. H. Kadir Munsyi, Dipl.Ad.Ed and Drs. H. Ahdi Makmur, M.Ag as secretary. The next period was continued by Drs. H. Syarifuddin Syukur, MA as the head and the secretary was Drs. Ahdi Makmur, M.Ag. But, in academic year 1988/1989 Jurusan Tadris Bahasa Inggris was closed because it was waiting for operational permission from the Department of Religious Affairs (DEPAG).

After then, in academic year 1997/1998 Tadris Bahasa Inggris was opened for the second time and named Jurusan Pendidikan Bahasa Inggris (English Department) which led by Drs. H. Ahdi Makmur, M. Ag and Drs. Sa'adillah as secretary. Because Drs. Sa'adillah was continuing his study S2, the secretary position was substituted by Drs./ Husnul Yaqin, M.Ed. Since 2003, the secretary was substituted by Dra. Wardah Hayati with Drs. Ahdi Makmur, M. Ag still the head of the department. Then in September 2005 until 2006, the head of English Department is Drs. Isa Anshari MZ and Dra. Nida Mufidah, M. Pd as the secretary. Then because of Drs. Isa Anshari passed away, the head of English Department is lead by Drs. Anang Syaifuddin, M. A since January 2007 and Mrs. Nida Mufidah as the secretary, but in Agustus 2007 Mr. Anang Syaifuddin resigns

from his position because there are many things he had to do. As the next leader Dra. Nida Mufidah, M. Pd handle English Department.

Now English Department lead by Dra. Hj. Nida Mufidah, M.Pd and Nurlaila Kadariyah, S. Ag as secretary since January 2008 untill December 2009, Ridha Fadillah, M. Ed as the secretary since Januari-June 2010 and then Nani Hizriani, M.A since July 2010.

The main purposes of English department are producing qualified English Department scholar that can exist in development English ability, linguistic and literature, able to be the professional English teaching in elementary and middle degree, and makes English Department as the center of occupation and development of English teacher staff.

The curriculum that is used in English Department consists of 160 SKS. That includes institute subject, faculty and English Department subject. The students need 4 years to finish their study in English Department. English Department has 17 permanent lecturers (civil servants) from different educational background.

The English Department also works together with RELO (Regional English Language Office) to invite English teachers who are native speakers of English. This cooperation aims to encourage Indonesian students' quality in English competency. It is also aims to encourage teachers' competence of teaching and learning methods, approaches, techniques and materials, especially English department's lecturers.

This cooperation begins since academic year 2007/2008. There are three native English speaking fellows, who were already assigned to teach in English Department, including: Suzannah Mary Schoff, M.A (2007/2008), Andrea Taylor, M.A (2008/2009), and Ashleigh Sayer, M.A (2009/2010).

Table 4. 1. The Number of English Language Fellows of English Department IAIN Antasari Banjarmasin

No	English fellows	Period	From	Educational background
1	Suzannah Mary Schoff, M.A	September 2007 until June 30 th 2008	California, United States	B.A. at University of San Fransisco, CA M.A TESOL at Intrax English Institute, Chicago IL.
2	Andrea Taylor, M.A	August 30 th 2008 until June 30 th 2009	California, United States	B.A Drama and Art at San Fransisco State University M.A TESOL Diploma at San Fransisco State University
3	Ashleigh Sayer, M.A	September 2 nd 2009 until June 30 th 2010	New Hampshire, United States	B.A Biology and Music at Kenyon College, Ohio M.A Literacy of Bilingual, ESL and Multicultural Education at University of Massachusetts, Amherst

2. Description About Lecturers and Students Condition

There are 17 permanent lecturers (civil servants) from different educational background and 362 students of English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin in academic year 2009/2010. The description of lecturers and students can be seen in following table:

Table 4. 2. The Number of Lecturers of English Department IAIN Antasari Banjarmasin in Academic Year 2009/2010

No	Name	Last Graduation	Subject
1	DR. Ahdi Makmur, M.Ag	S1 B. Inggris (IKIP Jogjakarta) S2 Islamic Studies Canada dan UIN Jakarta, S3 Malaysia	Writing A, Academic Writing, Metodologi Penelitian Bahasa
2	Drs. H. Syarifuddin Syukur, M.A	S2 Islamic Studies Pakistan (is studying for S3 UIN Suka)	Filsafat Umum, Filsafat Ilmu,
3	Dr. Husnul Yaqin, M. Ed	S1 Islamic Education Tarbiyah Faculty of IAIN Antasari Banjarmasin, S2 Administration of Education Australia, S3 Islamic Studies UIN Jakarta.	Structures, Dasar-Dasar Admn. Pendidikan
4	DR. Anang Syaifuddin, M.A	S1 English Department of Tarbiyah IAIN Antasari Banjarmasin, S2 Linguistic USA, S3 Ilmu Budaya dan Humaniora UGM Jogjakarta	Morphosyntax Phonology
5	Drs. Sa'adillah, M.Pd	S1 English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin, S2 Managemen Pendidikan UNLAM Banjarmasin	Vocabulary A, B, Structure
6	Dra. Dina Hermina, M.Pd	S1 PAI FK Tarbiyah IAIN Banjarmasin, S2 Evaluasi Pendidikan IKIP Jogyakarta (is studying for S3 UNJ Jogjakarta)	Statistik Pendidikan, Evaluasi Pendidikan.
7	Dra. Hj.Nida Mufidah, M.Pd	S1 Bahasa Inggris UNLAM, S2 Pendidikan Bahasa Sastra Indonesia dan Daerah UNLAM	TEFL 1, Teaching Media, Seminar Linguistic
8	Dra. Hj. Wardah Hayati, M.A	S1 Bahasa Inggris UNLAM, S2 Women Studies Australia	Reading A,B, C

Continuing of table 4. 2. The Number of Lecturers of English Department IAIN Antasari Banjarmasin in Academic Year 2009/2010

No	Name	Last Graduation	Subject
9	Nurlaila Kadariah, S. Ag,	S1 Islamic Education Tarbiyah IAIN Antasari Banjarmasin, (is studying for S2 FKIP UNLAM)	Structures A, B, Ilmu Pendidikan
10	Dra. Andi Irlina, M. Hum	S1 Bahasa Inggris UNHAS Ujung Pandang, S2 Bahasa Inggris UNHAS Ujung Pandang	Listening A, B
11	Nani Hizriani, M.A	S1 Pendidikan Bahasa Inggris UNMUH Malang, S2 TESOL Australia	Intro to Linguis, TEFL, Pengembangan Kurikulum
12	Rusnadi, S. Pd.I	S1 Bahasa Inggris Tarbiyah IAIN Antasari Banjarmasin, (is studying for S2 IAIN Antasari)	TEFL, Speaking A
13	Ridha Fadillah, M. Ed	S1 Pendidikan Bahasa Inggris Universitas Islam Malang, S2 TESOL Malaysia, (is studying for S3 in Semarang)	Intro to Linguis, Extensive Reading
14	Rahmila Murtiana, S. S	S1 Sastra Inggris Universitas Diponegoro Semarang (is studying for S2 TESOL Australia)	Academic Writing, Intro to Literature
15	Raida Asfihana, M.Pd	S1 Pendidikan Bahasa Inggris UNLAM Banjarmasin, S2 Pendidikan Bahasa Inggris UN Malang	Structure A, B, Vocabulary B
16	Puji Sri Rahayu, M.A	S1 Pendidikan Bahasa Inggris UNMUH Malang, S2 Applied Linguistics Australia	Intro. To Linguis., Pronunciation Practice, Sociolinguistic
17	Hj. Noor Maulidiyah, M.A	S1 Bahasa Inggris Malaysia, S2 Bahasa Inggris Malaysia	Writing C, Academic Writing

Table 4. 3. Description About the Staff of English Department IAIN Antasari Banjarmasin in Academic Year 2009/2010

No	Name	Graduated	Year
1.	Saidil Imani, S. Pd. I	S1 IAIN Antasari Banjarmasin	2007
2.	Adil Azhar, S. Pd. I, M. Pd	S1 IAIN Antasari Banjarmasin S2 Universitas Negeri Yogyakarta	2007 2009

Table 4. 4. Number of English Department Students

No	Generation	Male	Female	Total
1.	2004/2005	12	6	18
2.	2005/2006	16	36	52
3.	2006/2007	20	48	68
4.	2007/2008	23	38	61
5.	2008/2009	18	43	61
6.	2009/2010	25	66	91
	Total	114	237	351

Source: Document of English Department 2010

B. Data Presentation

On this data presentation the writer describes about result of research on the field based on the test result as the primary data to better understand about students' ability in using prefixes and suffixes, to better understand what the most students' common errors are in using prefixes and suffixes.

1. Description About the Ability in Using Prefixes and Suffixes for Increasing Vocabulary of the Sixth Semester Students in the English Department of IAIN Antasari Academic Year 2009/2010

To better understand about students' ability in using prefixes and suffixes, the writer conducted a test on March 5th-6th 2010 and May 27th 2010 at PBI room 13 through 60 minutes for 55 questions.

Based on the result of prefixes and suffixes test of the sixth semester students in the English Department of IAIN Antasari academic year 2009/2010, it

is found the data that the highest score is 88 and the lowest score is 54. The accumulated score is 3337,5. The test result can be seen in this following table:

Table 4. 5. The Students' Test Result in Using Prefixes and Suffixes

Subject Number	Matching Form	Completion	Multiple Choice	True-False	Score
1.	19,5	20	26	22,5	88
2.	12	20	8	15	54,5
3.	195	12,5	18	15	65
4.	18	12,5	12	16,5	64
5.	15	15	16	19,5	65
6.	18	20	14	19,5	71,5
7.	19,5	20	20	16,5	76
8.	15	22,5	16	19,5	73
9.	16,5	17,5	10	15	59
10.	16,5	15	16	16,5	64
11.	12	17,5	14	19,5	63,5
12.	19,5	20	10	21	69
13.	19,5	20	16	16,5	72
14.	13,5	17,5	18	19,5	67,5
15.	19,5	17,5	18	15	70,5
16.	12	12,5	16	19,5	60
17.	22,5	22,5	14	19,5	84,5
18.	13,5	22,5	18	16,5	66
19.	19,5	17,5	10	12	62
20.	12	15	16	19,5	65,5
21.	18	20	16	16,5	69,5
22.	13,5	15	14	18	63,5
23.	19,5	20	16	195	81
24.	15	10	16	19,5	63
25.	13,5	10	14	16,5	54
26.	18	20	12	9,5	60,5
27.	10,5	17,5	16	19,5	66,5
28.	21	12,5	14	18	76,5
30.	15	15	18	19	70,5
31.	18	22,5	16	16,5	70
32.	12	10	18	19,5	62,5
33.	21	17,5	16	21	75,5
34.	13,5	17,5	16	18	68
35.	12	12,5	20	16,5	61
36.	12	15	18	19,5	67,5

Continuing of table 4. 5. The Students' Test Result in Using Prefixes and Suffixes

Subject Number	Matching Form	Completion	Multiple Choice	True-False	Score
37.	13,5	15	16	15	62,5
38.	13,5	17,5	12	16,5	54,5
39.	21	22,5	22	18	83,5
40.	10,5	17,5	12	16,5	59,5
41.	21	12,5	20	16,5	70
42.	22,5	20	18	22,5	83
43.	18	20	18	18	74
44.	19,5	17,5	22	19,5	78,5
45.	13,5	15	16	18	60,5
46.	10,5	12,5	16	16,5	68,5
47.	10,5	15	18	18	64,5
48.	9	12,5	20	18	67,5
49.	18	12,5	12	16,5	69,5
50.	22,5	17,5	20	24	83
51.	19,5	12,5	12	15	67
Total	808,5	832,5	800	896,5	3337,5

Table 4. 6. The Frequency Distribution of the Students' Test Result and the Classification

No.	Score	F	%	Category
1.	0-49	0	0%	Poor
2.	50-59	5 students	9,8%	Bad
3.	60-69	27 students	52,9%	Fair
4.	70-79	13 students	25%	Good
5.	80-100	6 students	11,7%	Excellent
	Total	51 students	100%	

From the table above, it shows that the students' ability in using prefixes and suffixes based on its categories there is no student is in poor category, 5 students (9,8%) get the score 50-59 (bad category), 27 students (52,9%) who get the score 60-69 (fair category), 13 students (25%) who get the score 70-79 (good category) and there are 6 students (11,7%) who get the score 80-100 (excellent category).

To better understand the students' ability in using prefixes and suffixes of the sixth semester students in the English Department of Tarbiyah Faculty academic year 2009/2010, the writer uses the mean as follows:

$$\frac{3337,5}{51} = 65,4$$

Based on the data above, the total score is 3337,5 of 51 students. The mean score is 65,4 shows that the students' ability in using prefixes and suffixes of the sixth semester students in the English Department of Tarbiyah Faculty of IAIN Antasari academic year 2009/2010 is categories into fair category.

2. Description about the Most Common Errors in Using Prefixes and Suffixes of the Sixth Semester Students in the English Department of of IAIN Antasari Academic Year 2009/2010

To better understand about the most students' common errors in using prefixes and suffixes, the writer presented the data based on the test result by writing all most students' common errors of each type of the test. The data is shown on the following table:

Table 4. 7. Students' Common Errors for Matching-form Test

No	Number of Test	F	Answer Key	Affix	
				Prefix	Suffix
1.	8	10	One, whole, same (uniform, unify, unique)	X	
2.	12	35	To make into (Rationalize, purify, relize)		X
3.	13	15	The nature of, resembling (foolish, selfish, freakish)		X
4.	14	5	Filled with (cheerful, wonderful, beautiful)		X
Total				1	3

On the table above, the writer presented data about students' most common errors for matching-form test. The writer had the students to match

words with their correct meaning. There are 4 numbers of students' most common errors in using prefixes and suffixes of 15 questions are given. They are 10 students made error for question number 8 and the correct answer is prefix, 35 students made error for question number 12 and the correct answer is suffix, 15 students made error for question number 13 with the correct answer is suffix and 5 students made error for question number 14 with correct answer is suffix. The total of students' common errors for the first type of the test are 1 error for prefix and 3 errors for suffixes and question number 12 is the most difficult one with 35 students could not match the words with their correct meanings.

Table 4. 8. Students' Common Errors for Completion Test

No.	Number of Test	F	Answer Key	Affix	
				Prefix	Suffix
1.	1	20	Forgetfulness		X
2.	2	6	Scarcity		X
3.	8	9	Unselfish	X	X
4.	9	17	Extraordinarily	X	X
Total				2	4

On the table above, it is the data about students' common errors completion test. There are 10 questions with 4 numbers of the questions are the most students' common errors they are question number 1 is made by 20 students and the correct answer is suffix and the most difficult one, number 2 with 6 students and the correct answer is suffix, question number 8 with 9 students and the correct answer is both of prefix-suffix, question number 9 with 17 students and the correct answer is both of prefix-suffix. For question number 8 and 9, many students only answer one prefix sometimes suffix. The total of students'

common errors for completion test are no error in prefix, 2 errors in suffix and 2 errors in prefixes-suffixes.

Table 4. 9. Students' Common Errors for Multiple Choice Test

No.	Number of Test	F	Answer Key	Affix	
				Prefix	Suffix
1.	2	15	Careless		X
2.	3	9	Unusually	X	X
3.	4	14	Obviously		X
4.	8	4	Understanding		X
5	9	7	Complexities		X
6.	10	6	Admittance		X
7.	12	9	Reforestation	X	X
8.	13	21	Misunderstood	X	X
Total				3	8

On the table above, it is the data about students' common errors for multiple choice test. There are 8 numbers of students' most common errors of 15 questions are given. They are question 2 are made by 15 students with the correct answer is suffix, question number 3 with 9 students and the correct answer is both of prefix-suffix, question number 4 with 14 students and the correct answer is suffix, question number 8 with 4 students and the correct answer is suffix, question number 9 with 7 students and the correct answer is suffix, question number 10 with 6 students and the correct answer is suffix, question number 12 with 9 students and the correct answer is both prefix-suffix and the question number 13 with 31 students and the correct answer is both prefix-suffix, it is the most difficult one. The total students' errors such type test are 5 errors for suffixes, 3 errors for both of prefixes-suffixes and no error for prefix.

Table 4. 10. Students' Common Errors for True-False Test

No.	Number of Test	F	Answer Key	Affix	
				Prefix	Suffix
1.	4	7	Befriend (Verb)	X	
2.	5	9	Unfriendly (Adjective)	X	X
3.	6	6	Risky (Verb)		X
4.	7	4	Uncork (Verb)	X	
5.	14	4	Doctoral (Adjective)		X
6.	15	3	Arrival (Noun)		X
Total				3	4

Based on the table above, there are 6 numbers of students' common errors of 15 true-false test are given. They are question number 4 with 7 students and the correct answer is prefix, question number 5 with 9 students and the correct answer is both of prefix-suffix, question number 6 with 6 students and the correct answer is suffix, question number 7 with 4 students and the correct answer is prefix, question number 14 with 4 students and the correct answer is suffix and question number 15 with 3 and the correct answer is suffix. The total of students' common errors for true-false test are 2 errors for prefixes, 3 errors for suffixes and 1 error for both of prefix-suffix, the most difficult question is number 5 with 9 students.

Table 4. 11. The Frequency of Students' Common Errors in Using Prefixes and Suffixes

No.	Types of Students' Common Errors	F	%
1.	Error in Prefixes	3	10,7%
2.	Errors in Suffixes	13	46,4%
3.	Error in both of prefixes-suffixes	$6 \times 2 = 12$	42,8%
Total		28	100%

Based on the table above are taken from each type of the prefixes and suffixes test, the writer concludes that the most students' common errors are

suffixes and both of prefixes-suffixes, it is shown by the frequency of errors for each table with the following number of students' errors:

3 : number of students' error in prefixes

13 : number of students' errors in suffixes

12 : number of students' errors in prefixes-suffixes

N : 28

$$\frac{3 \times 100\%}{28} = 10,7\% \text{ (errors in prefixes)}$$

$$\frac{13 \times 100\%}{28} = 46,4\% \text{ (errors in suffixes)}$$

$$\frac{12 \times 100\%}{28} = 42,8\% \text{ (errors in prefixes-suffixes)}$$

C. Data Analysis

After presenting the data, the writer analyzes all the obtained data to give some considerations on the research.

1. The Ability in Using Prefixes and Suffixes for Increasing Vocabulary of the Sixth Semester Students in the English Department of IAIN Antasari Academic Year 2009/2010

The presented data on the previous subchapter shows that there is no student is in poor category, 5 students (9,8%) get the score 50-59 (low category), 27 students (52,9%) who get the score 60-69 (fair category), 13 students (25%) who get the score 70-79 (good category) and there are 6 students (11,7%) who get the score 80-100 (excellent category) with the total score is 3337,5 of 51 students. The mean score is 65,4 shows that the students' ability in using prefixes and

suffixes of the sixth semester students in the English Department of IAIN Antasari academic year 2009/2010 is categories into fair category.

2. The Most Common Errors in Using Prefixes and Suffixes of the Sixth Semester Students in the English Department of IAIN Antasari Academic Year 2009/2010

Based on the presented data on the previous subchapter about the most students' common errors in using prefixes and suffixes for each type of the test, the writer found that the most students' common errors are suffixes and both of prefixes-suffixes, it is shown based on the percentages for every kind of students' most common errors which the total of errors are 28, that is 3 numbers of students' common errors in prefixes (10,7%), 13 numbers of students' common errors in suffixes (46,4%) and 12 numbers of students' common errors of both prefixes-suffixes (42,8%).

The writer concludes that the students' ability in using prefixes and suffixes is in fair category based on the calculation mean that is 65,4. After analyzing each type of test, the writer found that the most students' common errors is in suffixes (46,4%) and both of prefixes-suffixes (42,8%), those are more difficult than prefixes which percentage of students' common errors is 10,7%.

It can be concluded that happened because of a word can be attached by a prefix, a suffix, both of prefix-suffix even more than one suffixes. The inflectional and derivational process also can influence which affix should be attached to a word. For example the word "*understand*" may becomes *misunderstand* (prefix-mis), *understandable* (suffix-able), *understood* (suffix-past participle), *understanding* (suffix-ing), or *misunderstanding* (prefix and suffix/mis-, -ing). the

inflection (*understand-understood-understanding*) and derivation (*understand-misunderstand*). The students have to chose which appropriate affix should be attached to the words. The writer also concludes that the students did not know some common list of English prefixes and suffixes. Therefore, they think those are difficult for them even to attach both of prefixes-suffixes.