

CHAPTER I

INTRODUCTION

A. Background of Study

As English achieves a global status, it is nowadays taught in universities all over the world. It becomes very popular than ever and it is a very important language as media of communication among university students. They are encouraged to use English on campus in their conversations. Besides, their academic books, assignments, and so forth are also written in English. Those all are done as a response to the globalized era. Such response is surely in step with the two reasons why English becomes an important language and a lot of people in the world used it.

Language can be a media to show and introduce new thing. Every day we see and find anything that we do not know what it is and it for. Language is as art work of human being. It is a mean by which result of human thought and action (Mary Finocchiaro:1974).

In the Holy Quran, 22nd verse of surah Arrum, Allah said about the importance of language, that we have to know each other in this world with language.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَاوَانِكُمْ ۚ إِنَّ فِي
ذَٰلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

To master the development of science and technology, it is necessary to master English. Therefore, English must be learned comprehensively. Learning English as a foreign language is an integrate process that the learners may not ignore one or more aspect of four basic skills; they are listening, speaking, reading and writing. Harmer in his book said that one language skill should not be performed without another skill. It is impossible to speak without listening to the speaker and impossible to write without reading the sources (Harmer, 1991:52). Besides those skills, there are some components of English that have to be learned by students such as pronunciation, grammar, vocabulary, etc. River said, like quoted by David Nunan that an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and function we may have learned for comprehensible communication (David Nunan, 1991: 117).

Discussing about vocabulary means the study of words, because it is one of part that formed vocabulary. Every word has its root. But in the processing, the words can be changed by certain addition. It is called **affixation or word changes**. It can be divided into two kinds. Based on its places of addition, they are prefix (in the beginning) and suffix (in the end).

The previous research was talking about the students' ability in using prefix and the result was in poor category. Actually, it was normal because the study was for senior high school and they did not learn about prefix much more. Especially in this case, the writer wants to study about affixes. The writer wants to know the students' mastery in affix for English Department students in sixth semester actually for making sure that they have learned about affix in vocabulary A and vocabulary B. Sometimes the writer found some mistakes when English department student talking such as "I am going to presentation...". In fact, it should be "present" because after "to" must be a verb and infinitive. Also many English tests use Grammar for the test. Such as TOEFL Test. In the Grammar part, the ability of affixes will be examined by choosing the appropriate answer which is usually the error just because of different word. One way to simplify of gaining new word is by understanding word chances. It helps to identify basic word and its addition so that formed a new word and new meaning such as arrange- arrangement. Identifying words is not only important for the TOEFL test but also for speaking, reading comprehension, and of course writing skill.

In writing or speaking, we have to know the form of the word, which is as a verb, noun, adjective, or adverb. The form of the word will change if we add suffix or prefix in the word. Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them. Learning

common prefixes is only the beginning. By memorizing common root words and suffixes, English students will be armed with the tools needed to piece together an ever-expanding arsenal of words.

One method of understanding the meanings of new words is to analyze the different parts of the word and the meanings of those parts. Many new words are formed by adding an *affix* to the beginning or end of a root word. When affixes are added to the beginning of roots or root words, they are called *prefixes*. For example, the most common prefix is *un-*, which means *not* or *opposite of*. If added *un-* to the word *happy*, the new word becomes *unhappy*, which means *not happy*. When affixes are added to the end of roots or root words, they are called *suffixes*. The most common suffixes are *-s* and *-es*, which means more than one (or the plural) of the word. Adding *-es* to *wish*, changes the meaning of the word to *more than one wish*.

Bauer and Nation (1993) define a word family as consisting of a “base form and all of its derived forms that can be understood by a learner without having to learn each form separately”, e.g. agree, agrees, agreeing, agreement, agreeable, disagrees, disagreement, etc. These distinguish between the various members of a word family. In English, prefixes (such as *pre-* or *un-*) cause a semantic change in the resulting derived form, whilst suffixes cause a grammatical change.

By knowing the commonest meaning of the base word, the meaning could be guessed in 60% of words with the prefixes un-, re-, dis-, and in-. Marcia Henry stated in summing up her research on morphological awareness, "The greatest benefit from instructional time spent on word study can be gained from exploring roots, prefixes, suffixes, and networks of related words".

Based on that reason, the researcher wants to know how students' mastery in affixes of English Department. The title of this research is **"THE STUDENTS' MASTERY OF THE ENGLISH LANGUAGE AFFIXES"**

B. Statement of Problem

Concerning with the topic, the problem of the research can be formulated as:

1. How is the students' mastery of the English language affixes?
2. What is the most difficult part of the English language affixes that students have?

C. Objective of Study

Based on the reasons above, the purpose of the research is:

- To know the students' mastery of the English language affixes
- To find out the most difficult part of the English language affixes that students have.

D. Significance of the Research

From the result of this research, the writer expects it can be useful as:

- a. Enriching the writer's knowledge and experience in this specific research.
- b. Information and comparison for the next research

- c. It is hoped that this research can contribute some idea, concept or information to English vocabulary's teacher
- d. Enrichment of Antasari State Institute for Islamic Studies Banjarmasin library's literature.

E. Definition of Key Terms

To avoid misunderstanding the key term of the title, it will be explained:

- a. Student is a person who is studying at a school or college. In this case, students are all sixth semester English Department Faculty of Tarbiyah and teachers Training in IAIN Antasari Banjarmasin
- b. Mastery is the quality of being able to do something or natural or acquired skill or talent (William Morris, 1986:3). Mastery is the great skill or knowledge (Oxford Dict., 2008: 271)
- c. Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.
- d. Affix is a letter or group or letters added to the beginning or the end of a word to change its meaning or the way it is used. (Oxford Advance' Learner's, 1995: 20)