

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of Research Location

1. Brief History of English Department

Jurusan Tadris Bahasa Inggris was opened in 1983 with the first head was H. Kadir Munsyi, Dipl, Ad, Ed and Drs. H. Ahdi Makmur, M. Ag as the secretary. The next periode was continued by Drs. H. Syarifuddin Syukur, MA as the head and the secretary was Drs. H. Ahdi Makmur, M. Ag. However, 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 academic year 1997/1998 Tadris Bahasa Inggris was opened for the second time and named Jurusan Pendidikan Bahasa Inggris (English Department) was led by Drs. H. Ahdi Makmur, M. Ag and Drs. Sa'adilah as the secretary. Because Drs. Sa'adilah was continuing his S2 study, 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 the head of English Department. Then in September 2005 until 2006, the head of English Department was Isa Anshari MZ and Dra. Hj. Nida Mufidah, M. Pd as the secretary. Then because Drs. Isa Anshari passed away, the head of English Department was led by Dr. Syaifuddin Ahmad Husin, M. A since January 2007 and Dra. Hj. Nida Mufidah,

M.Pd as the secretary, but in Agustus 2007 Dr.Syaifuddin Ahmad Husin, M.A resigned from his position. As the next leader, Dra.Hj.NidaMufidah, M.Pd handled English Department.

Since January 2008 until December 2009 English Department has been led by Dra.Hj.NidaMufidah, M.Pd and NurLailaKadariyah, S.Ag as the secretary. From January till June 2010, RidhaFadillah, M.Ed as a secretary, because RidhaFadillah was continuing his study S3 the secretary position was substituted by NaniHizriani since July until now. Then, in January 2013 until now, the head of English Department is Drs. Sa'adilah M. Pd and NaniHizriani. MA as the secretary.

According to the written document English Department (2013: 3) that are taken from vision and mission and the evaluation so far, it shows that the main purposes of English Department are to produce qualified English Department scholar that can exist in developing English ability, linguistics 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. It includes institute subject, faculty and English department subject. The students need at least 4 years to finish their study in English department. English department has 15 permanent lecturers (civil servants) from different educational background.

The English department used to work together with RELO (regional English Language Office) to invite English teacher who are native speakers of English. This cooperation aims to encourage Indonesian students' quality in English competency. It is also aims to improve teachers' competency of teaching and learning methods, approaches, techniques and material, especially English department's lecturers.

This cooperation began since academic year 2007/2008. There were three native English speaking fellows, who were ready 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	Periode	From	Educational Backgroud
1	Suzannah Mary Schoff, M.A	September 2007 until June 30 th 2008	California, United States	B.A. at University of San Fransisco, CA MA TESOL at Intrax English Institute, Chicago IL
2	Andrea Taylor, MA	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 Massachussets, Amherst

1. Description About Lecturers and Students Condition

There are 15 permanent lecturers (civil servants) from different educational background and 495 students of English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin in academic year 2012/ 2013. The description of lecturers and students can be seen in following table

Table 4. 2. Description about Lecturers and Students Conditions

No	Name	Last Graduation	Subject
1	Drs. H. AhdiMakmur, M.Ag, Ph.D	S1 English (IKIP Jogjakarta) S2 Islamic Studies Canada and UN Jakarta, S3 Universitas Utara Malaysia	Language Research Methodology
2	Dr. H. Husnulyaqin, M.Ed	S1 Islamic Religious Education Tarbiyah Faculty IAIN Antasari Banjarmasin, S2 Administration of Education Australia, S3 Islamic Studies UIN Jakarta	Fundamentals of Educational Administration
3	Dr. Saifuddin Ahmad Husin M.A	S1 English Tarbiyah Faculty IAIN Antasari Banjarmasin, S2 Linguistic USA, S3 Cultural Studies and Humanities UGM Jogjakarta	Psycholinguistics Morph syntax Phonology
4	Drs. Sa'adilah, M.Pd	S1 English Tarbiyah Faculty IAIN Antasari Banjarmasin, S2 Education management Unlam Banjarmasin	Vocabulary I, Dictation English for Islamic Studies
5	Dr. Dina Hermina, M.Pd	S1 Islamic Religious Education Tarbiyah Faculty IAIN Antasari Banjarmasin, S2 Educational evaluation IKIP Jogjakarta, S3 UNJ Jogjakarta	Education Statistics, Education Evaluation
6	Dra. Hj. Nida Mufidah, M.Pd	S1 English Unlam, S2 Indonesian language and literature education and regional Unlam, sedang S3 UNJ	Language testing, Teaching media, seminar linguistics
7	Dra. Hj. Wardahhayati, M.A	S1 English Unlam, S2 Women Studies Australia	Intensive reading II, Translation II.
8	NurLailaKadariyah,	S1 Islamic Religious	Grammar I, II,

	S. Ag. M.Pd	Education Tarbiyah Faculty IAIN Antasari Banjarmasin, sedang S2 FKIP Unlam	Indonesian, Teaching profession
9	Nani Hizriani. MA	S1 English Unmuh Malang, S2 TESOL Australia	TEFL, Reading C
10	Rusnadi, M.Pd.I, MA	S1 English Tarbiyah faculty IAIN Antasari Banjarmasin, S2 IAIN Antasari Banjarmasin, S2 TESOL Murray, Kentucky	TEFL, Reading C, Translation I
11	Ridhafadilah, M.Ed.	S1 English Universitas Islam Malang, S2 TESOL Malaysia, S3 UIN Malang (Now)	Intro to linguistics, Extensive reading
12	Rahmila Murtiana, S.S, M.A	S1 English literature Undip Semarang, S2 TESOL Australia	Academic Writing, Intro to Literature
13	Raida Asfihana, M.Pd	S1 English Unlam, S2 English UN Malang	Curriculum and Material development, Grammar III
14	Puji Sri Rahayu, M.A	S1 English Unmuh Malang S2 Applied Linguistics Australia	Intro to Linguistics, Translation II
15	Hj. Noor Maulidiyah, MA	S1 English Malaysia, S2 English Malaysia	Intermediate listening, Academic Writing

Table. 4.3. Description About the staff of English Department IAIN Antasari Banjarmasin in academic Year 2012/ 2013

No	Name	Graduated	Year
1	Saidilmani, S.Pd.I	S1 IAIN Antasari Banjarmasin	2007
2	Herlena, S.Pd	S1 IAIN Antasari Banjarmasin	2012
3	Hidayah Noor, M.Pd	S2 UN Malang	2013

Table. 4. 4. Number of Active English Department Students

No	Generation	Male	Female	Total
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1	2006/ 2007	2	2	4
2	2007/ 2008	9	5	14
3	2008/ 2009	12	33	45
4	2009/ 2010	24	56	80
5	2010/ 2011	33	69	102
6	2011/ 2012	30	78	108
7	2012/ 2013	47	95	142

Source: Document of English Department 2013

B. Findings

In this data presentation the writer describes about result of research on the field that are collected by technique of data collection, they are written test, interview and documentary.

The writer performed the research in April 1st 2013 until in June 1st 2013 (two months). In April, 1st 2013 the writer gave the research letter to English Department and on Monday- Wednesday, 20- 23 May 2013 by giving the written test for all English Students in 6th semester.

1. Description About The Students' Mastery In English Language Affixes

a. Description about The Students' mastery in English Language Prefixes

a). Data about students' mastery in using prefix

To know the students' mastery in using prefix, the writer carried out a written test in reading comprehension consists of 10 blanks for filling. It is divided into 2 categories, the students give the tests with the clue and without

clue and it is given 2 points for every item, multiple choice 10 items and it is given 2 points for every item and matching the appropriate prefix with the words. There are 54 students that writer taken as sample from all English Student in 6th semester. The time provided for answering is 90 minutes. Based on the calculation, it is known that the highest score is 79 and the lowest score is 36

The performance of the students' score in using prefix can be seen on following table.

Table. 4. 5 The students' mastery in using prefixes

No	Name	A		B	C	Total
		A1	A2			
1	Hly	18	10	18	30	76
2	Isf	18	12	16	22	68
3	Fkh	16	14	18	24	72
4	ED	18	14	16	22	70
5	IQ	18	12	14	27	71
6	Knn	16	12	12	21	61
7	AF	18	12	14	20	64
8	Ar	18	14	14	19	65
9	Hmr	18	10	14	23	65
10	Hdr	18	8	16	19	61
11	Jd	18	6	14	16	54
12	Ew	18	14	16	18	66
13	IN	16	14	16	18	64
14	IM	18	8	18	20	64
15	FI	18	14	14	23	69
16	AM	14	14	18	23	69
17	HN	16	0	12	8	36
18	AM	20	14	14	22	70
19	Ak.F	20	14	14	21	69
20	AR	14	12	14	24	64
21	MR	16	8	12	20	56

22	NH	16	6	10	11	43
23	Lnd	18	6	14	12	50
24	MY	18	14	16	15	63
25	MR	12	10	14	8	44
26	Drn	14	0	12	9	35
27	Jby	18	14	16	20	68
28	Nf	18	8	14	20	60
29	Mw	16	8	10	14	48
30	MI	18	8	10	12	48
31	ME	18	4	10	5	37
32	MLA	16	2	10	10	38
33	RS	18	6	10	18	52
34	Mrw	18	4	14	10	46
35	Mrl	16	10	14	14	54
36	WH	18	16	16	18	68
37	MTa	20	12	16	13	61
38	Mf	18	6	14	20	58
39	Ft	18	10	12	23	63
40	SH	16	12	12	22	62
41	RY	18	0	10	13	41
42	SR	16	12	16	23	67
43	ZH	20	14	14	31	79
44	WN	18	12	16	12	58
45	RH	18	2	12	8	40
46	SKY	18	10	14	20	62
47	WP	18	12	14	24	68
48	SN	18	12	0	15	45
49	Rs	18	8	12	23	61
50	Rr	18	10	12	18	58
51	PW	18	8	12	12	50
52	RA	18	4	10	9	41
53	RE	18	12	12	18	60
54	FR	20	6	14	21	61
Total		942	514	726	961	3143
Mean		17,44	9, 51	13, 44	17, 79	58, 03

Note:

A1 = Reading comprehension with clue

A2= reading comprehension without clue

B= Multiple choice

C= Matching

Tabel. 4.6 Classification of Students' mastery in using prefixes

No	Score	Category	Frequency	Percentage
1	80- 100	Excellent	0	0,00 %
2	70- <80	Good	6	11,11%
3	60 - <70	Fair	26	48, 14%
4	50- < 60	Low	9	16, 66%
5	0-< 50	Very Low	13	24, 07%
Total			54	100 %

Based on the classification above, it shows that no student (0 %) is in classified excellent category, 6 students (11, 11 % from the total subjects) got the score between 70- < 80 and classified into good category, 26 students (48, 14% from the total subjects) got score between 60- <70 and classified into fair category, 9 students (16,66% from the total subjects) got score between 50- <60 and classified into low category, also 13 students (24, 07% from the total subjects) got score between 0- < 50 and classified into very low category. From the calculation is gotten that the mean score of students' mastery in prefix is 58, 03. It is gotten from the total score of students that is 3143 and divide with number of students that is 54. Based on this result can be said that the students' mastery in English language prefixes is 58, 03 and include in low category. It means that the students' mastery in English language prefix in State Institute for Islamic Studies is low category.

b.) Description about the students' mastery in using Suffix

To know the students' mastery in using prefix, the writer carry out a written test in reading comprehension consists of 10 blanks for filling and it is given 2 points for every items, multiple choice 10 items and it is given 2 points for every item and change into noun, adjective, verb and adverb @10 words and it is given 1 points every items. There are 54 students that writer taken as sample from all English Student in 6th semester. The time provided for answering in 90 minutes. Based on the calculation, it is known that the highest score is 81 and the lowest score is 24

The performance of the students' score of the mastery in using suffix can be seen on following table.

Table.4.7 Students' score in using suffixes

No	Name	A		B	C				Total
		A1	A2		N	Adj	V	Adv	
1	Hly	12	14	12	7	7	5	9	66
2	Isf	12	12	10	9	8	7	8	66
3	Fkh	14	14	14	9	10	10	9	80
4	ED	14	12	12	10	7	7	7	69
5	IQ	16	12	12	9	9	9	7	74
6	Knn	8	12	8	9	7	7	9	60
7	AF	6	12	10	9	7	6	9	59
8	Ar	16	14	14	10	10	10	7	81
9	Hmr	12	10	12	9	7	6	10	71
10	Hdr	12	10	10	9	7	6	10	64
11	Jd	14	10	12	9	7	6	10	68
12	Ew	16	16	14	6	8	8	10	78
13	IN	12	10	6	9	7	7	9	60

14	IM	12	6	12	10	8	8	10	66
15	FI	6	14	14	6	8	10	10	68
16	AM	12	14	14	9	10	3	10	70
17	HN	6	0	12	9	2	2	2	33
18	AM	12	14	12	9	9	9	7	72
19	Ak.F	14	10	10	10	4	5	9	62
20	AR	14	14	12	10	10	9	9	78
21	MR	14	16	12	10	2	0	7	51
22	NH	10	4	10	8	6	0	5	43
23	Lnd	12	6	14	7	7	1	6	53
24	MY	14	10	8	10	5	4	4	55
25	MR	2	0	10	7	2	2	4	27
26	Drn	4	10	6	9	1	1	5	36
27	Jby	16	10	12	10	9	3	7	67
28	Nf	12	14	14	9	8	2	7	64
29	Mw	10	6	10	8	1	0	5	40
30	MI	14	4	10	10	0	0	7	45
31	ME	8	10	12	6	2	0	5	43
32	MLA	4	0	6	10	0	0	4	24
33	RS	12	10	8	9	5	0	4	48
34	Mrw	12	6	10	9	6	0	5	48
35	Mrl	12	12	12	9	8	5	9	67
36	WH	12	14	18	9	7	6	6	72
37	MTa	12	10	12	10	8	7	6	65
38	Mf	10	12	14	9	4	5	6	60
39	Ft	4	12	8	9	4	5	7	49
40	SH	12	10	12	10	8	7	6	62
41	RY	8	8	8	8	0	1	4	37
42	SR	16	16	12	9	4	10	7	74
43	ZH	14	14	12	9	7	8	5	69
44	WN	12	14	12	7	3	10	7	65
45	RH	10	8	8	7	3	3	8	47
46	SKY	4	16	8	8	3	2	5	46
47	WP	8	12	12	10	7	5	7	61
48	SN	18	10	6	10	7	5	6	62
49	Rs	4	12	8	9	6	2	7	48
50	Rr	4	12	6	7	6	4	6	45
51	PW	14	6	12	9	5	1	5	52
52	RA	14	6	10	9	7	2	3	51
53	RE	10	8	8	8	1	1	5	41
54	FR.	12	14	14	9	4	3	7	63
	Total	594	552	584	472	307	249	367	3125

	Mean	11	10,22	10,81	8,74	5,68	4,61	6,78	57,87
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Note:

A1 = Reading comprehension with clue

A2= reading comprehension without clue

B= Multiple choice

C= Change the words (Noun, Adjective, Verb, Adverb)

Tabel.4.8 Classification of Students' mastery in using Suffixes

No	Score	Category	Frequency	Percentage
1	80- 100	Excellent	2	3, 70%
2	70- <80	Good	8	14, 81%
3	60 - <70	Fair	21	38, 88%
4	50- < 60	Low	6	11, 11%
5	0-< 50	Very Low	17	31, 48%
Total			54	100%

Based on the classification above, it shows that 2 students (3, 70% from the total subjects) classified into excellent category who got score between 80- 100, 8 subject (14, 81% from the total subjects) classified into good category who got score between 70- <80, 21 students (38, 88 % from the total subjects) classified into fair category who got score between 60- <70, 6 students (11,11%) classified into low category, 6 students (11, 11% from the total subjects) classified into low category who got score 50- <60 and 17 students (31, 48% from the total subjects) classified into very low category who got score between 0- <50. From the calculation is gotten that the mean score of students mastery in suffixes is 57, 87. It is gotten from the total score of students' mastery in suffixes that is 3125 and divided with the number

of students that is 54. Based on this result can be said that the students mastery in English language suffixes is 57, 87 and included in low category. It means that the students' mastery in English language suffixes in State Institute for Islamic Studies is low category.

In short, the students' mastery of the English language affix is in low category by mean score 57, 95.

2. Description about the most difficult part of Affixes that student have

1. Prefix

a. Reading Comprehension

- Reading with clue

Because the highest score for this part is only 20 point, we can make the scale smaller by divide it 5 points.

Table 4.9 Reading comprehension with clue

No	Score*	Score	Category	Frequency
1	80- 100	16- 20	Excellent	50
2	70- <80	14- < 16	Good	3
3	60 - <70	12- < 14	Fair	1
4	50- < 60	10- < 12	Low	0
5	0-< 50	0-< 10	Very Low	0

- *Based on the theory from David P. Haris(Haris, 1969: 9)*

The mean score for mastering prefix is 17, 44 and it is categorized into excellent category.

- Reading without clue

Table 4. 10 Reading Comprehension without clue

No	Score	Score	Category	Frequency
1	80- 100	16- 20	Excellent	1
2	70- <80	14- < 16	Good	12
3	60 - <70	12- < 14	Fair	12
4	50- < 60	10- < 12	Low	7
5	0-< 50	0-< 10	Very Low	22

Based on the table we can see that the mean score for mastering prefix in this reading comprehension is 9, 51 and it is categorized into very low category.

b. Multiple Choice

Table 4. 11 The students mastery in prefix multiple choice

No	Score	Score	Category	Frequency
1	80- 100	16- 20	Excellent	15
2	70- <80	14- < 16	Good	19
3	60 - <70	12- < 14	Fair	11
4	50- < 60	10- < 12	Low	8
5	0-< 50	0-< 10	Very Low	1

Based on the table we can see that the mean score for mastering prefix in this multiple choice item is 13, 44 and it is categorized into fair category.

c. Matching

Because the highest score for this part is only 40 points, we can make the scale smaller by divide it 2, 5 points.

Table 4. 12 The students' mastery in prefix for matching the words

No	Score	Score	Category	Frequency
1	80- 100	32- 40	Excellent	0
2	70- <80	28- <32	Good	2
3	60 - <70	24- < 28	Fair	4
4	50- < 60	20- < 24	Low	20
5	0-< 50	0 -20	Very Low	28

Based on the table we can see that the mean score for mastering prefix in this matching item test is 17, 79 and it is categorized into very low category.

b. Suffix

a. Reading comprehension – Derivation

Because the highest score for this part is only 20 point, we can make the scale smaller by divided it 5 points

Table 4. 13 Reading Comprehension - Derivation

No	Score	Score	Category	Frequency
1	80- 100	16- 20	Excellent	6
2	70- <80	14- < 16	Good	11
3	60 - <70	12- < 14	Fair	18
4	50- < 60	10- < 12	Low	5
5	0-< 50	0-< 10	Very Low	14

Based on the table we can see that the mean score for mastering suffix in this reading comprehension- derivation is 11 and it is categorized into low category.

b. Reading comprehension- Inflection

Table 4. 14 Reading comprehension- Inflection

No	Score	Score	Category	Frequency
1	80- 100	16- 20	Excellent	4
2	70- <80	14- < 16	Good	12
3	60 - <70	12- < 14	Fair	11
4	50- < 60	10- < 12	Low	13
5	0-< 50	0-< 10	Very Low	14

Based on the table we can see that the mean score for mastering suffix in this reading comprehension- inflectional is 10, 22 and it is categorized into low category.

c. Multiple Choice

Table 4. 15 Multiple Choice for mastering suffixes

No	Score*		Category	Frequency
1	80- 100	16- 20	Excellent	1
2	70- <80	14- < 16	Good	9
3	60 - <70	12- < 14	Fair	20
4	50- < 60	10- < 12	Low	10
5	0-< 50	0-< 10	Very Low	14

Based on the table we can see that the mean score for mastering suffix in this multiple choice items is 10, 81 and it is categorized into low category.

d. Change the word into Noun, Adjective, Adverb and Verb

Because the highest score for this part is only 10 point, we can make the scale smaller by divide it 10 points

Table 4. 16 Change the word into Noun, Adjective, Adverb and Verb

No	Score	Score	Category	Frequency			
				N	Adj	V	Adv
1	80- 100	8- 10	Excellent	45	15	11	17
2	70- <80	7-<8	Good	6	14	6	14
3	60 - <70	6-<7	Fair	3	4	5	7
4	50- < 60	5-<6	Low	0	3	7	9
5	0-< 50	0-<5	Very Low	0	18	25	7
Mean Score				8, 74	5, 68	4, 61	6,78

Based on the table, we can see that the mean score for mastering suffixes that change the word into noun is 8, 74 and it is categorized into excellent category, changing the words into adjective is 5, 68 and it is categorized into low category, changing the words into verb is 4, 61 and it is categorized into very low category also changing the words into adverb is 6, 78 and it is categorized into fair category.

C. Discussion

The data that have been collected from written test, interview and documentary are processed and presented on the table and described in data presentation. Then the data is analyzed and reported systematically based on the statement of the problem that is about the students' mastery in English language affixes.

1. The students' mastery in English language Affixes

After the writer carried out the written test to English Students, it is obtained that the mean score of the students mastery in prefixes is 58, 3 and the

students' mastery in suffixes is 57, 87. Both are classified into low category. The description about it can be seen on table 4. 5 until table 4.8.

All students are given the tests such as reading comprehension, multiple choices, matching and change the class of words. From table 4.5 and table 4.8 we can see the score for every kind of the test.

From the table 4.5 we can see that most of students can answer correctly for reading comprehension with clue (A1) and more than 50% students cannot answer for reading comprehension without clue (A2). Almost all students are wrong for the word “ *believe*”. They answer *unbelieve* but the right answer is *disbelieve*. Actually, the prefix un- is just attached to the adjective not to verb. This probably happen because they did not know that believe is a verb. This part seems easier because they are helped by the clue. So, in this case, it is better to help the students for understanding about the prefix by using clue.

In general, based on the classification from tables 4.6and 4.8, it can be seen that the students have difficulties to understand about the affix either prefix or suffix. It may be caused the students do not know the meaning of the words, the students do not know what should be put for completing the sentences , the students have difficulties to understand the sentences or the words are not familiar so it looks difficult for them to answer the items of the test.

2. Analyzing the Most Difficult Part of the English Language Affixes That Students Have

a. Prefix

- Reading Comprehension

From the table 4. 5 we can see that for reading comprehension with clue, the mean score is 17, 44 and classified into excellent category but for reading comprehension without clue is 9, 51 and classified into very low category (see table 4.9 and 4.10). The difference is so big and it proves that they are still getting difficulties for using prefixes without clue. The students have difficulties for completing the paragraph in reading comprehension can be caused by that the students do not know the word and they do not know what prefix that should be used to be attached to the words. It means that they are not familiar with the prefix and the words. Even though they know the words but many of them do not know what prefix that should be attached.

- Multiple Choice

We can see the result about this from table 4. 11. It is categorized into fair category by mean score 13, 44 from the highest score 20. In this case, the students just complete the sentences with appropriate word and appropriate prefix that attached to the words. Many of them still confused which the right word is. It must be un, in, dis, en, in, im, etc. before the words based on the sentences because it is still related with the sentences.

- Matching

Also, we can see the students' mastery for using prefix to be attached to the word in this part. Here, they must attach what prefix that should be used so that the meanings of words are "not". Based on the table 4. 12 we can see that the mean score for this part is still in very low category. They have difficulties to attach the prefix, whether un, in, dis, im, in, a, anti, or others. Actually, they have been helped by many prefixes that can be used but they are still confused which to use. It can be caused by the words that are not very familiar for them; they do not know the part of speech of the words.

b. Suffix

- Reading Comprehension- Derivation

We can see table 4. 13 for the result. The mean score is 11 and categorized into low category. All students cannot answer all items for reading comprehension correctly. In this part, they must understand well what the text about so that it will be easy to complete the paragraph and help them to use the right suffix for attaching to the word. For example, no students can answer this part "*People like the painting because it is very ___ (real)*". Most of them answer "*real, reliable*" but the right answer is *realistic*. They have difficulties in this part. This probably happen they do not know what part of speech (word) after *very*. If they know that after the word *very* is an *adjective*, maybe they can

guess the word. The other probability is they do not know what an *adjective* word from the word *real*.

- Reading comprehension- Inflection

We can see table 4. 14. It shows that the mean score for reading comprehension – inflectional is 10, 22 and categorized into low category. In this reading comprehension, the student should attach the inflectional suffixes based on the subject, whether it is active or passive or the time past, present, or future. Actually, this part is more about the mastery in grammar. The mean score shows that many of them have some errors for using inflectional suffixes. This probably happen because they do not understand about the text, they have difficulties to understand the situation of the text, they cannot guess whether the sentence active or passive. For example “*When ____ (ask) by the teacher, he read out*”. If they know well that usually if we find the word “*by*” it is as a passive sentence, we can guess that the verb will be participle or verb 3 “*asked*”.

- Multiple Choice

We can see table 4. 15. It shows that the mean score is 10, 81 and still categorized into low category for mastering suffixes. In this part, it seems that students have difficulties to complete the sentence whether it will be an *adjective, noun, adverb or verb*. They should understand well the context of the sentences. For example, “*The of the stars was first noticed by early travelers, who used the stars to guide its way across the sea.*” It must be

“*movement*” not *move*, *moveable*, or *movers* because after the word “*the*” usually as a *noun* not an *adjective* or *verb*. this probably happen because they have difficulties to put what word or what part of speech of the word to complete the sentences.

- Changing the words into Noun, adjective, verb and adverb.

We can see table 4. 16. It show that that the mean score for mastering suffix for changing the word into noun is 8, 74 and it is categorized into excellent category, changing the words into adjective is 5, 68 and it is categorized into low category, changing the words into verb is 4, 61 and it is categorized into very low category also changing the words into adverb is 6, 78 and it is categorized into fair category. Here, we know that changing the words into noun is easy for them. Most of them can answer correctly by mean score 8, 74 from the highest score 10 and the most difficult is changing the words into verb which mean score 4, 61. It looks so hard for them to change or add what suffix that must be attached to the word to make a verb. From table 4. 6, it shows that just 5 students can answer all correctly. The students who are in excellent category are 11 students but for categorizing into very low category are 25 students. This probably happen because the words are not very familiar for them; or some of them cannot differentiate which is verb, noun or adjective.

All of all, we can see based on the table above, it shows that the mean score for mastering prefixes is 58,03 and the mean score for mastering suffixes is

57, 87. Both include in low category. Even though both are in low category, it shows that suffix is a little bit more difficult than prefix

For prefix, the most difficult part is for the items in reading comprehension without clue which is the mean score only 9, 51 from the highest score 20 and categorized into very low category also for matching the appropriate prefix which is the mean score only 17, 79 from the highest score 40 points and then it is categorized into very low category. It can be seen on tables 4. 10 and 4.12.

For suffix, the most difficult part is changing the words into verb which is the mean score only 4, 61 and categorized into very low category. It can be seen on table 4.16.