

CHAPTER I

INTRODUCTION

A. Background of study

As English has achieved a global status, it is nowadays taught at 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 at campus in their conversations. Besides, their academic books, assignments, and so forth are also written in English. Those all are done as a respond 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 is a system of sounds, words, patterns, etc. Used by humans to communicate thoughts and feeling (Hornby. 1989, p.700). The writer can conclude that language has very important role in the human communication, language is used in interaction not only two individuals but also among groups of people in the world.

The writer chooses English because it is an international language that used by people for international communication. Mastering English means that we can understand so many sciences in English literature. In fact, English is a language use for international communication that, borrowed by the British, Colonies, and domain, so it is clearly why English become an international language.

Human use language as a system of communication by using sounds, symbols, or words in expressing meaning, idea, thought or feeling. By using language, we are able to make the relationship with the other people in many sectors, like education, economy, politics, etc, and all of them can be better if it is done by using a good communication. It means we have the capacity to produce sounds that signify certain meanings and to understand the sounds produced by others.

Beside that, language can also be used as the tool for conducting a research. Research or study about language acquisition has learned by linguists. Research is a natural processes we all carry out from birth in dealing with the environment. It involves curiosity about some phenomenon and the posing of testable questions about relationships among observed phenomena. Research can mean any sort of “careful, systematic, patient study and investigation in some field of knowledge, undertaken to discover or establish facts and principles. A researcher can use the language because language is the result of natural process in our life and there are many phenomena of language can be learned.

In *the Holy Qur'an*, 22nd verse of Surah Ar-Ruum, Allah Says about the importance of language, that we have to know each other in this world with language.

وَمِنْ ءَايَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ السِّنِّكُمْ وَالْوَنُكْمِ
 إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ﴿١٦﴾

To master the advancement of science and technology, it is necessary to master English. Therefore, English must be learned comprehensively. Learning English as a foreign language is an integratif process that the learners may not ignore one or more aspect of four basic skills, they are listening, speaking, reading, and writing.

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 and never-expanding arsenal of words.

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.

In fact, there are many students who do not mastery well, especially in suffixes. This case is supported by lecturers' statement that are many problems which faced in giving English material. Then it influences students' ability in understanding those material, especially vocabulary in suffixes part.

The problem can be solved and will be seeked out the solution, among of them are: giving more suffixes practice in every lesson and giving extra class out of regular lesson.

The way to increase one's vocabulary depend much on individual characteristic and preferences. Someone may use a dictionary in which the words are translated into his/her native language. It also can be learned by using vocabulary notebooks/cards which are written down whenever he'she hears or see them, someone may also use other ways of forming new words by compounding (joining two or more word together) to create asingle (compound word) and attaching an affix (prefixes and suffixes). This can also be dony by teaching students word grouped in particular families. An important consideration is that one can maximize vocabulary considerably by teaching word families instead of individual words forms.

Especially in this case, the writer will discuss suffixes as a way to enlarge one's vocabulary by adding a word-part at the end of a word (suffix). The writer found some students are confused to determine word-part and they are not familiar with some common suffixes, to break down

them into suffixes followed them and meaning are formed by attaching an affix (prefixes and suffixes) or those grouped in particular word families.

Suffixes can change the word-class and the meaning of the word. It is sometimes possible to recognize what a class a word belongs to by looking at its ending, e.g., *-ion, -ate, -al, -our, -ive, -ise, -ly, -ence, -ity, -ness*. In addition to suffixes at the end of words, which can indicate word class, we can look at word prefixes at the beginning of word, e.g., *ex-, half-, in-, im-, non-, pre-, re-, un-*.

Based on that reason, the writer wants to know how students' mastery in Suffixes of English Department. The title of this research is **“THE MASTERY OF THE ENGLISH SUFFIXES BY THE SEVENTH SEMESTER STUDENTS AT ENGLISH DEPARTMENT FACULTY OF TARBIYAH AND TEACHERS TRAINING IAIN ANTASARI BANJARMASIN”**

B. Statement of the Problems

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

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

C. Objectives of the Study

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

1. To know the students' mastery of the English suffixes
2. To find out the most difficult part of the English suffixes that students have

D. Significance of the Research

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

1. Enriching the writer's knowledge and experience in this specific research.
2. It is hoped that this research can contribute some idea, concept or information to English vocabulary's teacher
3. Enrichment of Antasari State Institute for Islamic Studies Banjarmasin library's literature.

E. Definition of Key Terms

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

- a. Student is a person who is studying at a school or collage. In this case, students are all seventh semester English Department Faculty of Tarbiyah and Teachers Training in IAIN Antasari Banjarmasin.
- b. Mastery is a 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. Suffixes is a letter or group of letters added to the end of a word or root (i.e, a base form), serving to form a new word or functioning as an inflectional ending. Adjective: Suffixal.

There are two primary types of Suffixes in English:

- An derivational Suffix (the new word has a new meaning, “derived” from the original word) (such as the addition of *-ly* to an adjective to form an adverb) indicates what type of word is. For example: brother- brotherly.
- An inflectional Suffix (grammatical) (such as the addition of *-s* to a noun to form a plural) tells something about the word’s grammatical behavior. For example : changing singular to plural (dog-dogs).

In this research the writer conduct the research on derivational suffixes when a derivational suffix is added to the end of word, it changes the meaning of the word, and is usually a different part of speech. But the new meaning is related to the old meaning- it is “derived” from the old meaning.

With derivational suffixes, the new word has a new meaning, and is usually a different part of speech. But the new meaning is related to the old meaning - it is "derived" from the old meaning.

In some cases, more than one derivational suffix can be added to a word, example: derive (verb) + derivational (noun) + al = derivational (adjective)