

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. 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.

1. Description about the Mastery of English Suffixes by Seventh Semester Students of English Department Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin
2. Description about the students' difficulties using suffix.

The writer carried out a written test in multiple choice tests consist of two parts A and B, part A consist 40 items and it is given 2,5 points every items. Part B consist of 4 components change into noun, verb, adjective, adverb. Every components consist of 10 words and it is given 2,5 point every item. There were 52 from English students in seventh semester that writer taken as sample.

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

Table 4.1 Students score in using suffixes

No	Name	A	B				Total Score
			N	Adj	V	Adv	
1	HSN	57,5	25	5	12,5	17,5	58,75
2	ALF	87,5	22,5	10	20	20	80
3	KRB	62,5	22,5	10	10	15	60
4	ZKI	57,5	22,5	12,5	22,5	20	67,5
5	AND	47,5	20	15	15	17,5	57,5
6	ABY	90	25	17,5	22,5	17,5	86,25
7	NWH	52,5	7,5	10	12,5	7,5	45
8	ANR	42,5	10	7,5	7,5	12,5	40
9	MTF	40	7,5	7,5	12,5	10	38,75
10	JYN	70	22,5	12,5	2,5	17,5	62,5
11	TRY	40	7,5	7,5	10	12,5	38,75
12	ATS	40	10	12,5	7,5	7,5	38,75
13	RQA	30	17,5	0	2,5	17,5	33,75
14	FTR	62,5	10	0	0	0	36,25
15	ADK	75	25	17,5	17,5	0	67,5
16	ISM	52,5	7,5	7,5	10	12,5	45
17	ANF	40	12,5	10	7,5	7,5	38,75
18	AGR	40	10	7,5	12,5	7,5	38,75

19	ARS	40	10	10	5	12,5	38,75
20	MGS	42,5	17,5	7,5	7,5	5	40
21	HRY	47,5	12,5	12,5	7,5	5	42,5
22	AMS	40	15	10	5	7,5	38,75
23	RHY	50	15	20	12,5	12,5	55
24	KYT	52,5	17,5	15	12,5	17,5	57,5
25	FRH	57,5	15	15	12,5	12,5	56,25
26	MLY	72,5	22,5	10	5	15	62,5
27	STMR	40	22,5	10	7,5	15	47,5
28	ZMH	75	20	10	5	15	62,5
29	ALF	70	25	15	0	0	55
30	NRL	75	25	15	12,5	17,5	72,5
31	HBB	40	22,5	5	2,5	2,5	36,25
32	NRM	42,5	20	5	2,5	0	35
33	KHR	62,5	10	0	0	0	36,25
34	WND	90	25	15	15	22,5	83,75
35	MSY	87,5	20	5	5	5	61,25
36	BMA	87,5	22,5	20	15	22,5	83,75
37	PTH	72,5	25	15	12,5	22,5	73,75
38	RSM	57,5	22,5	7,5	5	17,5	55
39	NLH	70	22,5	12,5	12,5	22,5	70
40	MNU	50	22,5	12,5	10	15	55

41	HYG	42,5	20	5	10	15	46,25
42	RHY	65	25	15	20	17,5	71,25
43	VEA	37,5	25	10	7,5	15	47,5
44	WLY	57,5	17,5	12,5	17,5	22,5	63,75
45	BMW	67,5	25	5	10	15	61,25
46	STY	57,5	25	5	10	15	56,25
47	KRN	27,5	20	10	20	15	46,25
48	MHD	60	12,5	12,5	15	17,5	58,75
49	ZHR	37,5	15	12,5	12,5	17,5	47,5
50	KST	70	20	10	15	17,5	66,25
51	HLM	60	20	7,5	12,5	12,5	56,25
52	SHR	57,5	22,5	12,5	7,5	17,5	58,75
<b>Total</b>		<b>2950</b>	<b>962,5</b>	<b>535</b>	<b>535</b>	<b>682,5</b>	<b>2832,5</b>
<b>Mean Score</b>		<b>56,73</b>	<b>18,50</b>	<b>10,28</b>	<b>10,28</b>	<b>13,12</b>	<b>54,47</b>

Note :

A = Multiple Choice

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

$$M = \frac{\sum X}{N}$$

N

$$= \frac{2832,5}{52}$$

52

$$= 54,47$$

Based on the data above it can be seen that the highest score is 86,25 and then the lowest score is 33,75. The total score is 2832,5 of 52 students. The mean score is 54,47 shows that students' mastery in English suffixes of the seventh semester at English Department faculty of tarbiyah and teachers training IAIN antasari banjarmasin is categorized into fair category.

Table 4.2 Students difficulties for multiple choice test

No	Question of the test	Answer Key	F	
			Correct	Incorrect
1	2. The finer varieties are made into writing slates, and in districts where cross ..... exist slate pencils are made	B. Cleaver	14	38
2	3. It almost invariably grows in rich, open, ..... pastures, in places where the grass is kept short by the grazing of horses, herds and flocks.	C. Breezy	25	27
3	6. The Nile supplied a waterway for the ..... of fuel and for the distribution of the finished wares.	C. Conveyance	24	28
4	7. Young Indian elephants are ..... , thus showing affinity with the Mammoth	A. Hairy	26	26
5	8. We had no right to challenge his choices in spite of our lives being tied to his as ..... as a water-logged knot	C. Tightly	19	33
6	10. In 1723, commemorating the triple ..... of Linz from war, fire, and	A. Deliverance	22	30

	pestilence.			
7	19. Among the Romans their sphere of influence was restricted, and they appear almost exclusively as divinities of the ..... element	D. Watery	18	34
8	27. This ..... fire is in itself a divine rational process, the harmony of which constitutes the law of the universe	A. Elemental	25	27
9	29. Now, in the excited state of popular feeling at that period, the failure of government to ..... an accusation of treason would have been a serious matter	B. Substantial	20	32
10	31. This belief was supported by the Delphic oracle, which was largely ..... in promoting hero-worship alive its due observance	A. Instrument	21	31
11	35. That the reading operations of the Society hampered the commercial prosperity of the nation, and asked for ..... measures	D. Remedied	23	29

On the table above, it is the data students's difficulties for multiple choice test. There are 11 numbers of students' difficulties of 40 questions are given. Question number 2 with 38 students and the correct answer is B, question number 3 with 27 students and the correct answer is C, question number 6 with 28 students and the correct answer is C, question number 7 with 26 students and the correct answer is A, question number 8

with 33 students and the correct answer is C, question number 10 with 33 students and the correct answer is A, question number 19 with 34 students and the correct answer is D, question number 27 with 27 students and the correct answer is A, question number 29 with 32 students and the correct answer is B, question number 31 with 31 students and the correct answer is A, question number 35 with 29 students and the correct answer is D, it is the most difficult one.

Table 4.3 Students difficulties for change the word into noun

No	Answer	F	
		Correct	Incorrect
1	Darkness	51	1
2	Laziness	43	9
3	Business	42	10
4	Agreement	39	13
5	Placement	38	14
6	Goverment	44	8
7	Jogging	33	19
8	Regulation	31	21
9	Hesitation	28	24
10	Education	36	16

On the table above, it is the data students's difficulties for change the word into noun. There are 2 numbers of students' difficulties of 10 questions are given. Question number 8 with 21 students and the correct answer is "*Regulation*". Question number 9 with 24 students and the correct answer is "*Hesitation*". For noun question.

Table 4.4 Students difficulties for change the word into adjective

No	Answer	F	
		Correct	Incorrect
1	Economic	20	32
2	Scientific	23	29
3	Historic	13	39
4	Meaningful/less	25	27
5	Powerless	16	36
6	Childish	32	20
7	Reddish	20	32
8	Washable	31	21
9	Admirable	14	38
10	Colorless	20	32

On the table above, it is the data students's difficulties for change the word into adjective. There are 10 numbers of students' difficulties of 10 questions are given. Question number 1 with 32 students and the correct answer is "*Economic*", question number 2 with 29 students and the correct answer is "*Scientific*",

question number 3 with 39 students and the correct answer is “*Historic*”, question number 4 with 27 students and the correct answer is “*Meaningfull/less*”, question number 5 with 36 students and the correct answer is “*Powerless*”, question number 6 with 20 students and the correct answer is “*Childish*”, question number 7 with 32 students and the correct answer is “*Reddish*”, question number 8 with 21 students and the correct answer is “*Washable*”, question number 9 with 38 students and the correct answer is “*Admirable*”, question number 10 with 32 students and the correct answer is “*Colorless*”. For adjective question.

Table 4.5 Students difficulties for changing the word into verb

No	Answer	F	
		Correct	Incorrect
1	Analize	35	17
2	Centralize	26	26
3	Modernize	23	29
4	Sweeten	20	32
5	Ripen	15	37
6	Simplify	22	30
7	Beautify	20	32
8	Solidify	18	34
9	Intensify	20	32
10	Blacken	15	37

On the table above, it is the data students's difficulties for change the word into verb. There are 9 numbers of students' difficulties of 10 questions are given. Question number 2 with 26 and the correct answer is "*Centralize*", question number 3 with 29 students and the corect answer is "*Modernize*", question number 4 with 32 students and the correct answer is "*Sweeten*", question number 5 with 37 students and the correct answer is "*Ripen*", quetion number 6 with 30 students and the correct answer is "*Simplify*", question number 7 with 32 students and the correct answer is "*Beautify*", question number 8 with 34 students and the correct answer is "*Solidify*", question number 9 with 32 students and the correct answer is "*Intensify*", question number 10 with 37 students and the correct answer is "*Blacken*". For verb question.

Table 4.6 Students difficulties for changing the word into adverb

No	Answer	F	
		Correct	Incorrect
1	Slowly	32	20
2	Economically	28	24
3	Stupidly	25	27
4	Eastward	26	26
5	Scientifically	26	26
6	Upward	25	27
7	Backward	24	28
8	Carefully	30	22

9	Beautifully	31	21
10	Historically	26	26

On the table above, it is the data students's difficulties for change the word into adverb. There are 10 numbers of students' difficulties of 10 questions are given. Question number 1 with students 20 and the correct answer is "*Slowly*", question number 2 with 24 students and the correct answer is "*Ecomomically*", question number 3 with 27 students and the correct answer is "*Stupidly*", question number 4 with 26 students and the correct answer is "*Eastward*", question number 5 with 26 students and the correct answer is "*Scientifically*", question number 6 with 27 students and the correct answer is "*Upward*", question number 7 with 28 students and the correct answer is "*Backward*", question number 8 with 22 students and the correct answer is "*Carefully*", question number 9 with 21 students and the correct answer is "*Beautifully*", question number 10 with 26 students and the correct answer is "*Historically*". For adverb question.

After that, the writer presented the data about students' mastery in using suffix in the table of frequency distribution below.

Table 4.7 Classification of students' mastery in using suffixes

No	Score Interval	Category	Frequency	Percentage
1	80-100	Excellent	4	7,69%
2	70-<80	Good	14	26,92%
3	60-<70	Fair	22	42,30%
4	50-<60	Low	12	23,07%

5	0-<50	Poor	-	-
<b>Total</b>			<b>52</b>	100%

Base on the classification above, it shows that 4 students (7, 69% from the total subjects) classified into excellent category who got score between 80-100, 14 students (26,92% from the total subjects) classified into good category who got score between 70- <80, 22 students (42,30% from the total subject) classified into fair category who got score between 60- <70, 12 students (23,07% from the total subject) classified into low category who got score 50-<60 and 0 students (0% from the total subject) classified into poor category who got score between 0- <50. From the calculation is gotten that the mean score of students mastery in suffixes 54, 47. It is gotten from the total score of students mastery in suffixes that is 2832,5 and divided with the number of students that is 52. Based on this result can be said that the students mastery in English language suffixes is 54,47 and included in low category. It means that the students mastery in English language suffixes in state institute for islamic studies is low category.

#### **B. Description about the most difficult part of suffixes that student have**

Changing the word into Noun, Adjective, Verb, Adverb

Because the highest score for this part is only 40 point, we can make the scale smaller by devide it.

Table 4.8 Change the word into Noun, Adjective, Adverb, Verb

No	Score	Correct Item	Category	Frequency			
				Noun	Adjective	Verb	Adverb
1	80 – 100	8- 10	Excellent	31	2	5	7
2	70 - <80	6- <8	Good	8	10	7	23
3	60 - <70	4- <6	Fair	9	22	19	8
4	50 - <60	2- <4	Low	4	15	14	8
5	0 - <50	0 - <2	Poor	-	3	7	6
<b>Mean Score</b>				<b>18,50</b>	<b>10,28</b>	<b>10,28</b>	<b>13,12</b>

Based on the table, we can see that the mean score for mastering suffixes that change the word into noun is 18,50 and it is categorized into poor category, changing the words into adjective is 10,28 and it is categorized into poor category, changing the words into verb is 10,28 and it is categorized into poor category also changing th words into adverb is 13,12 and it is categorized into poor category.

### C. Discussion

The data that have been collected from written test, interview, and documentasy 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 suffixes.

## **1. The Mastery of English Suffixes**

After the writer carried out the written test to English students, it is obtained that the mean score of the students mastery in suffixes is 54,47 and it is categorized into low cateogy. The description about it can be seen on the table 4.1.

All the students are given the test such as multiple choice and matching and change the class of words.

In general, based on the classification from table 4.7 and 4.8, it can be seen that the students have difficulties to understand about suffixes. It may becaused 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 to 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 suffix that student have**

Base on the Students ability in changing the word into noun, adjective, verb, and adverb.

We can see 4.8. It show that the mean score for mastering suffix for changing the word into noun is 18,50 and it is categorized into poor category, changing the word into adjective is 10,28 and it is categorized into poor category, changing the words into verb is 10,28 and it is categorized into poor category, and also changing the word into adverb is 13,12 and it is categorized into poor category. Here, we know that changing the word into Noun is easy for them. Most of them

can answer correctly by mean score 18,50 from the highest score 10 and the most difficult is changing the words into adjective and verb which mean score 10,28.

It looks so hard for them to change or add what suffix that must be attached to the word to make adjective and verb. This probably happen because the words are not very familiar for them, or some can not differentiate which are adjective and verb.

The most difficult part is changing the word into adjective and verb which are the mean same score is 10,28 and categorized into poor category. It can be seen on table 4.8

Based on the presented data on the previous subchapter about the most students difficulties in understanding English suffixes for each type of the test, the writer found that the most students' difficulties for every kinds of students' most difficulties that are adjective and verb of students' difficulties in suffixes. Why this difficult is very high? Based on the students said, they did not learn well about that, because they just focus on the material of the book, although the lecturer taught about suffixes in certain time. As a consequence, suffixes a have important place in the word –building mechanism of English language. Learner may help problem in their formation, but none of these problems are unsolvable. A careful survey of problematic areas may help learners see their weak sides and the lecturers reconsider their

way of teaching. This also shows that teaching profession requires development all the time.

The writer concludes that the students' mastery in English suffixes is in low category based on the calculation mean that is 54,47. After analyzing each type of the test, the writer found the most difficulties is in adjective and verb for changing the word.

It can be concluded that happened because of a word can be attached by a suffix. The inflectional also can influence which suffix should be attached to a word. For example the word "*Economy*" becomes "*Economic*" for (adjective) and for (verb) "*Analysis*" becomes "*Analyze*". The students have to chose which appropriate suffix should be attached to the words. The writer also concluded that the students did not know some common list of English suffixes.