THE ANALYSIS OF DERIVATIVE AFFIXES USED IN THESIS BACKGROUND OF TBI'S STUDENTS IN UIN FATMAWATI SUKARNO BENGKULU 2020/2021

THESIS

**Submitted as a Partial Requirements for the Degree of
Sarjana (S.Pd)
In Study Program of English Education**

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2021/2022

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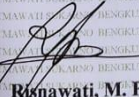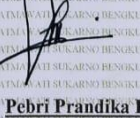   UIN Fatmawati Sukarno Bengukulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

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Wassalamu'alaikum Wr.Wb

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RATIFICATION

This is to certify the thesis entitled : **"The Analysis of Derivative Affixes Used in Thesis Background of TBI's Students in UIN Fatmawati Sukarno Bengkulu 2020/2021"** by **Anggara Marceleno** (1611230091) has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

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MOTTO

"Allah Does Not Burden Someone But According To His

Ability"

(Q.S Al-Baqarah: 286)

"The Best Way To Get Started Is To Quit Talking And Begin

Doing".

-Walt Disney.

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. For my beloved parent, Mr. Tarwan Efendi and Mrs. Insiyah, love and respect are always for them. Thank you very much for your support, prayer, and patience to make my education success.

2. My beloved sister Delvy Chornelia Putri. Thank you for your prayer and suport that you shared for me.

3. My Supervisor I Risnawati, M. Pd, and My Supervisor II Pebri Prandika Putra, M. Hum, who had given the guidance until this thesis finished. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.

4. My big family who always supports and motivated me, and look at me by Allah's side. Thank you for always regarding me as a good and nice girl and for teaching me the real meaning of life.

5. My support system Nurul Oktarina Pane, SH.

6. My best friends Reza, Daus, Medi and Ikbal.

7. My classmates TBI class C 2016 who always support me from start until now, more than words to show my feel.

8. Thank you for the nice people who always help me to finish this thesis.

9. My almamater UIN Fatmawati Sukarno Bengkulu

PRONOUNCEMENT

Name   : Anggara Marceleno

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I hereby sincerely state that the thesis titled "The Analysis Of Derivative Affixes Used In Thesis Background Of Tbi's Students In UIN Fatmawati Sukarno Bengkulu 2020/2021" Is my real masterpiece. The things out of my masterpiece in thus thesis are signed by citation and referred I the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   2022

Stated by

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ACKNOWLEDGEMENT

Bismillaahirrahmaanirrahiim

First, all praises be to Allah Azza wa Jalla, the Almighty for the blessing and mercy that had been given to me, health and inspirations during my study. Because of Him, I can complete this research as one of the requirements for getting the degree of Educational Islamic Studies (S.Pd) in English Education Department of Tadris Faculty of State Islamic University Fatmawati Sukarno Bengkulu. Without Allah SWT, Icould not stay patient and control in writing this research from thefirst page to the last page.

Second. Shalawat and Salam always dedicated to our lovely Prophet Muhammad SAW, the last prophet who had guided us fromthe darkness to the lightness.

The researcher realizes that this research will never be complete without support, cooperation, help and encouragement from a lot of people.

1. Prof. Dr. H. Sirrajudin, M.Ag, M.H, the rector of UIN Fatmawati Sukarno Bengkulu

2. Dr. Zubaedi, M.Ag, M.Pd as the Dean of Tarbiyah and Tadris faculty

3. Dr. Kasmantoni, M.Si, the head of Tadris Department

4. Risnawati, M. Pd. and Pebri Prandika Putra, M. Hum as the advisors, who had given the guidance till this thesis finished.

5. All Lecturers at Tarbiyah and Tadris Faculty especially the lecturers of English department study program, who had given the valuable knowledge and guidance during my study.

6. All of my friends, especially in English study program of UIN Fatmawati Sukarno Bengkulu 2016.

Finally this research is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from the reader for the improvement of the research.

Bengkulu,   2022

The researcher

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ABSTRACT

Anggara Marceleno (1611230091) 2022. The Analysis Of Derivative Affixes Used In Thesis Background Of Tbi's Students In UIN Fatmawati Sukarno Bengkulu 2020/2021. Thesis, English Education Study Program, Tarbiyah and Tadris, State Islamic of Bengkulu (UIN Fatmawati Sukarno Bengkulu)

Advisor I: **Advisor II:**

Risnawati, M.Pd **Pebri Prandika P, M.Hum.**

The purpose of this study was to know the derivational affixes use by TBI Students of UIN Fatmawati Sukarno Bengkulu in writing background of thesis Maret 2021. The subject of this study was the TBI Students of UIN Fatmawati Sukarno Bengkulu. This type of research is designed as descriptive qualitative research. To collect data in the study, the researcher used observation checklist and documentation. The results of the study found that morphological process on derivational affixes found in thesis background in TBI students in UIN Fatmawati Sukarno Bengkulu 2020/2021 the writer concluded that there was interesting morphological process dealing with roots, bases and stems. For example: explain+ation=explanation. "Explain" was a root, then its base was "explanation", and describe+ive=descriptive. Its root was "describe" then "descriptive" was a base. Most dominant use

of morphological process on derivational affixes found types of derivational affixes. There were 3 derivational prefix In-, Im-, and Re- and 9 derivational suffixes -ed, -ion, -ly, -ing, -s, -em, -er, -ive, and -ation. It this hoped that would apply the derivational affixes by separating the roots and the affixes clearly.

Keywords: Derivative Affixes, Thesis Background, Tbi's Students In Uin Fatmawati Sukarno Bengkulu.

ABSTRAK

Anggara Marceleno (1611230091) 2022. Analisis Afiks Turunan yang Digunakan Dalam Latar Belakang Skripsi Mahasiswa Tbi Di UIN Fatmawati Sukarno Bengkulu 2020/2021. Skripsi, Program Studi Pendidikan Bahasa Inggris, Tarbiyah dan Tadris, Islam Negeri Bengkulu (UIN Fatmawati Sukarno Bengkulu).

Pembimbing I: **Pembimbing II:**

Risnawati, M.Pd   **Pebri Prandika P, M.Hum.**

Tujuan penelitian ini adalah untuk mengetahui penggunaan afiks derivasi oleh Mahasiswa TBI UIN Fatmawati Sukarno Bengkulu dalam penulisan skripsi Maret 2021. Subjek penelitian ini adalah Mahasiswa TBI UIN Fatmawati Sukarno Bengkulu. Jenis penelitian ini dirancang sebagai penelitian kualitatif deskriptif. Untuk mengumpulkan data dalam penelitian ini, peneliti menggunakan observasi checklist dan dokumentasi. Hasil penelitian menemukan bahwa proses morfologi pada afiks derivasi yang terdapat pada latar belakang skripsi pada mahasiswa TBI UIN Fatmawati Sukarno Bengkulu 2020/2021 penulis menyimpulkan bahwa terdapat proses morfologi yang menarik berkaitan dengan akar, pangkal dan batang. Misalnya: jelaskan+asi=penjelasan. "Jelaskan" adalah akar, kemudian dasarnya adalah "penjelasan", dan deskripsikan+ive=deskriptif.

Akarnya adalah "deskripsikan" kemudian "deskriptif" adalah basis. Penggunaan proses morfologis yang paling dominan pada afiks derivasional ditemukan jenis-jenis afiks derivasional. Ada 3 prefiks derivasi In-, Im-, dan Re- dan 9 sufiks derivasi -ed, -ion, -ly, -ing, -s, -em, -er, -ive, dan -ation. Hal ini diharapkan dapat menerapkan afiks turunan dengan memisahkan akar dan afiks secara jelas.

Kata Kunci: Afiks Turunan, Latar Belakang Skripsi, Mahasiswa TBI di UIN Fatmawati Sukarno Bengkulu.

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PREFACE

First of all, thanks to Allah SWT because of the help of Allah the writer can finished the thesis proposal which the title is **"The Analysis Of Derivative Affixes Used In Thesis Background Of TBI's Students In UIN Fatmawati Sukarno Bengkulu 2020/2021"** right in the calculate time.

In arranging this paper, the writer truly get lots challenges and obstructions but many individuals have helped, so those problems can passed. So in this opportunity, the writer say thanks for all of you who had helped in the process of writing this thesis proposal and the writer has also hopefully Allah SWT will bless all of you.

The writer has also realized this is imperfect proposal in arrangement and the content, then the writer hope the criticism from the readers which will help the writer in perfecting the next proposal. Last but not at least, hopefully this paper can help the readers to gain more knowledge in online learning.

Bengkulu,　　　2022

Anggara Marceleno
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CHAPTER I
INTRODUCTION

A. Background

In the educating and learning measure, it is important to learn vocabulary in order to understand a foreign language. on the other hand there are still many people who have difficulty in understanding the meaning of language. Language plays an important role in communication and as a means used by humans to express ideas, thoughts, and feelings towards others through sounds, gestures or signs. Gleason (1958:10) language is an arbitrary system of spoken symbols used by members of a society to communicate with each other. The science that studies language, its form, meaning, and context is called linguistics. Linguistics is knowledge that is commonly applied to learning many languages in the world. Linguistics is the study of language from the point of view of the branches of internal structure, namely phonology, morphology, syntax, and semantics. According to Sary (2011:8) says that people who

study foreign languages only understand parts of sentences without understanding the relationship between these parts, including vocabulary. Therefore, people do not get much information. However, if people have sufficient vocabulary, it will be simpler to become familiar with another dialect and comprehend the significance of the actual language.

As indicated by Lieber (2009:2), morphology is the investigation of word development, including how new words are created in the world's languages, and how word forms vary depending on how the words are used in sentences. Morphology is a very interesting language study because the discussion of morphology starts from how to know the formation of words that will be assembled in sentences, with morphology, the internal structure of words will be studied in relation to other words in a paradigm; while syntax deals with the external functions of words and their relation to other words in sentences (Matthews, 1974:154). At the grammatical level, the word will traditionally be understood as the smallest

element of language that will be identified about its origin and form in the paradigm. Morpheme is the smallest unit that has grammatical meaning in the sense that it cannot be further segmented at the level of grammatical analysis. In English, there are several known processes in arranging morphemes to form words, namely; affixation, supplementation, internal change, reduplication, compounding, stress and pitch substitution, and conversion. Affixation is the process of adding affixes to basic words. According to Katamba. F. (1993) that the morpheme as the base of the word or is called the root or base. Based on above understanding, the writer concludes that affixes are part of morphology. The reseacher concluds that morphology is a science that studies how words are masterminded and appends can be sorted as word structures. So that there is a connection among morphology and affixes in shaping new words.

In terms of its characteristics, the affixation process is divided into two affixes, namely derivational affixes and

inflectional affixes (Nida 1946:99). Derivation affixes are affixes that are attached to basic words to form a new word and can change the meaning, function and form of a word, while inflectional affixes cannot form new words and can only change the meaning of the word. The distribution of affixes in English is divided into prefixes and suffixes. The author analyzes and contrasts derivational affixes that form verbs, adjectives, nouns and adverbs in English. Research background is one of the key aspects that need to master when writing a research. This is the key to introducing readers to research topic, and it is different from the main section. Research background is one of the key aspects that need to be mastered when writing a research paper. This is the key to introducing the reader to the research topic, and it is different from the main section.

One of the most important parts of a thesis is the background of the research. The background of the research is the initial part where a thesis writer lists the scientific rationale

for his study, and some of the assumptions he started, as well as any preliminary information one needs to know before looking deeper into the sea of data. In addition, it tells readers what the authors want them to take from the data, and provides relevant bits of anecdotal information.

According to Satria (2009:86), "the background of the thesis research contains general information about the object of research. It also contains ideas and reasons why research should be done". More specifically, Satria stated that in the background of the research there are several very important components, such as a general explanation of the condition of the object of research, explanation of problems related to the object of research, explanation of the implications of the problem, brief explanation of previous research relevant to the research, and statement of the importance of the research. In addition to these components, a good thesis research background also requires a good writing organization. The writing organization will determine the composition of the

components behind the research. Indeed, the author must pay close attention to the organization of this writing in order to present a good study background with well-organized components.

So to make a good thesis, a thesis writer must consider the standards of how to make a good study background. That is, the writer must know well the components and organization of writing the background of the study. Then, the writer must place each component in a good order to make a good background of the thesis study based on the standard. Students of the English language study program at the Tarbyah and Tadris faculty of UIN Fatmawati Sukarno Bengkulu, are given the responsibility to write a paper or thesis as one of the requirements for the undergraduate examination.

Before the exam takes place, they must do a research report (thesis). The students must provide clear thesis background writing. Of course it contains writing background

research. In giving reports, students must be able to write in English correctly. Based on the above statement, the reseacher interest to do a research entitled **"The Analysis Of Derivative Affixes Used In Thesis Background Of TBI's Students In UIN Fatmawati Sukarno Bengkulu 2020/2021"**.

B. Indentification Of Problems

Based on the explanation in the background above, there are many problems:

1. The students still have difficulties to know the choice of words and structure of words to use.

2. Important to learn vocabulary when people are learning a foreign language.

C. Limitation of The Reseach

The reseacher will only focus on finding about students of UIN Fatmawati Sukarno Bengkulu mastery of writing and the application of how words were arranged in sentences,

researcher were motivated to find EFL students' mistakes in writing research proposals.

D. Research Question

Based on the problem above the research problem of the study areformulated in the following questions:

How is the derivational affixes used by TBI Students of UIN Fatmawati Sukarno Bengkulu in writing background of thesis Maret 2021?

E. Reseach Objectives

Accordingto the background and research questions, the goals of this study are:

To know the derivational affixes use by TBI Students of UIN Fatmawati Sukarno Bengkulu in writing background of thesis Maret 2021.

F. Significant of the Study

This research has results that are expected to provide important information for some of these elements and elements for students of the English study program, English lecturers of

the English study program and for future researchers who will take the same type.

G. Research Benefits

The results of this study provide significant benefits in two ways, namely: theoretical benefits and practical benefits.

1. Theoretical Benefits.

   a. Develop and disseminate Morphology studies.

   b. The results of this study are useful for other researchers to examine the system of derivational affixes and inflectional affixes from a morphological perspective.

2. Practical Benefits

   a. The results of this study are useful for others to be more careful in using derivational affixes and inflectional affixes of verbs and nouns in sentences correctly.

   b. This research is useful for English educators and English textbook writers to provide material carefully to students or students.

c. This research is useful as teaching material in learning, especially morphology subjects

d. Motivating further researchers to be more active in conducting research on morphology.

CHAPTER II
LITERATURE REVIEW

A. Morfologi

Etymologically the word morphology comes from the word morph which means 'form' and the word logi which means the study of form. In the study of linguistics, morphology means the study of forms and word formation, while in the study of biology morphology means the study of the forms of plant cells or living bodies. Indeed, in addition to the field of linguistic studies, in the study of biology there is also the term morphology. The similarity, both study about form. If it is said that morphology discusses the problem of forms and word formation, then all units of form before becoming words, namely morphemes with all their forms and types need to be discussed.

Then, the discussion about word formation will involve talking about the components or elements of the word formation, namely morphemes, both basic morphemes and

affix morphemes, with various tools in the word formation process, namely affixes in the affixation process, duplication or repetition in the word formation process through the process of affixation. reduplication, merging in the process of word formation through composition, and so on. So, the end of the morphological process is the formation of words in the form and meaning according to the needs in an act of speech. The task of morphology is to arrange morphemes into words or decompose words into morphemes.

Concepts in Morphology:

1. Morph Morph is an element that represents the morpheme in question and has different phonological forms. This morph is given a symbol to represent the morpheme in question. For example, me N- which symbolizes me-, men-, mem-, meng-, menge- and menye-.

2. Allomorphs Allomorphs are different forms of the same morpheme as a result of the influence of the initial sound of a base word that receives a prefix affix. For example,

the penye- allomorph is used before the letter s in the prefix of a root word such as check becomes check and the pem- allomorph is present in root words beginning with the letters p, b, f and v.

3. Archephonemes Archephonemes are phonemes marked with capital letters to represent elements that vary in the same morpheme as a result of the influence of the base letter on the base word based on its range. Capital letters are used to represent archphonemes. For example the words sell and read that receive the morpheme {meN-} become sell and read. This N is the archifonemes that represent those phonemes.

4. Morphophonemes these morphophonemes occur when a morpheme undergoes 6 morphophonemic changes as a result of the influence of the initial letter on a base word that receives a bound morpheme in the form of an affix based on its environment. This morphophonemic change

occurs by changing the archifonem in a morpheme and this archiphone is a feature of the morphophoneme.

5. Independent Morphemes An independent morpheme is a morpheme that can stand on its own and understand its meaning without the presence of other morphemes. For example the words pupil, sell and good which can stand on its own and understand its meaning without having to accept other morphemes to allow it to function as a word.

6. Bound Morphemes Bound morphemes are morphemes that cannot exist alone without the presence of other morphemes. This bound morpheme consists of an affix and a root word. Root words such as tapa, tari and rama need other elements and morphemes to complete their meaning, for example the root word tapa needs to receive rewards such as being a hermit to show deeds.

7. Root Words Root words are bound morphemes that are not of the affix form. The root word cannot stand alone because it requires other morphemes to complete its

meaning, for example the root words rama and juang. The root word rama needs to be doubled into rama-rama and juang added with the word semangat juang to complete its meaning.

8. Basic Words A basic word is a word consisting of an independent morpheme and a non -affix bound morpheme, i.e. a root word. This base word is the word that is the main idea in each word and cannot be returned in a smaller form. For example, the word jalan is the basic word for walking which is the main idea in the word and cannot be separated into ja and lan because it no longer functions as a word.

9. Singular Words A singular word is a word that does not receive any form of remuneration and change of form. This single word has the potential to undergo a change of form through the processes of accumulation (students and food), multiplication (good and mountains) and pluralization (citizens and programs). Single words can be

divided into four groups of words, namely nouns, verbs, adjectives and task words. A single word can consist of one syllable such as tin, sen and lap and two or more syllables such as prayer, voice and community.

B. Morpheme

Before discussing derivational affixes, it's a good idea to explain morphemes first. According to Rachmadie "obviously the word isn't generally the littlest significant unit in a language". These more modest parts are called morphemes. As per Katamba, morpheme is utilized to allude to the littlest unit of semantic substance or linguistic capacity that cannot be separated from words. He additionally said that a morpheme can't be separated into more modest units, which have their own significance or imprint a syntactic capacity, like solitary or plural numbers in things.

Nida (1974:1) explains that morphemes are "The minimal meaningful units which may constitute words or parts of words. So, small parts that cannot be further divided are

called morphemes. Furthermore, Bauer (1988:13-17) defines morphemes as basic units of analysis in morphology. So, the essence of Bauer's statement is that form can be disaggregated to show its constituent elements. Hockett (1959:123) also defines morphemes as the smallest individually meaningful elements in the utterances of a language. According to Hockett, a morpheme is the smallest element in speech that has its own meaning.

The idea of a morpheme is different from a concept word, because perhaps a morpheme can't remain solitary as a word. A free morpheme on the off potential for success that it can have alone, or bound in case it is utilized only with a free morpheme. For example,/ - s/,/ - ly/,/im-/,/un-/are called bound morphemes. For instance: "rugged" has three morphemes "un- (which means not X) bound morpheme, "- break-" free morpheme and "- capable". "un-" is likewise a prefix, "- can" is an addition. Both are appends. In view of what comprises

another word arrangement and which means, coming up next is a further clarification.

Types of Morphemes:

a. Free Morphemes Free morphemes are morphemes that without any relation to other morphemes can be used directly in speech (Chaer, 2008:17). Free morphemes are also known as root morphemes, which are morphemes that are the basic form of word formation. It is called the basic form because it has not undergone morphological changes. This morpheme in Javanese is known as tembung phallus. Subalidinata (1994:1), states that tembung phallus is a word that has not changed from its original form.

b. Bound Morphemes Bound morphemes are morphemes that must first be combined with other morphemes to be used in speech. Bond morphemes are also known as affix morphemes. Based on this understanding, the bound morpheme is a morpheme that cannot stand alone as a

complete unit, because this morpheme does not have lexical ability, but is the cause of grammatical meaning. Examples of binding morphemes in the form of affixes are: N-, di-, -na, -ake, and others.

The explanation of the types of morphemes is in line with the opinion of Verhaar (2004: 97), which states that morphemeically free morphemes are forms that can stand alone, meaning that they do not require other forms to be combined or separated in speech. The morpheme already has a lexical meaning. In contrast to binding morphemes, these morphemes cannot stand alone and can only be fused with other morphemes.

C. Affixes

As indicated by Katamba in Rachmadie book says that morpheme as the fundamental for words are at times called roots or base. In this way, morphemes like glad, fast, clean, print are roots. Then again, morpheme, for example, – ly, - ness, un-, ir-is non roots. They are normally called

attaches. In view of the assertion over, the essayist reasons that appends are morphemes which are not unmistakably lexical significance and it is connected in root morpheme.

Affix is a form of bound morpheme that tends to be used in language. As a bound morpheme, affixes cannot stand alone and do not yet have meaning. New affixes are meaningful when they are joined to certain words. The process of joining affixes to the basic form is called affixation. Affixation is a form of morphological process. The morphological process is the process of forming words from other units which are the basic form (Ramlan, 2012: 53). Affixation is the process of forming derivative words from the basic form through affixing affixes, one of which is the formation of derived words in the category of verbs (affixed verbs). Affixed verbs are derived verbs that undergo affixation. Regarding affixes, Verhaar (2012:143) reveals that there are two groups of affixes that are most important in the morphemic paradigm, namely inflectional

affixes and derivational affixes. In line with Verhaar, Putrayasa divides into two groups of affixes based on their shape, namely derivational formator affixes and inflectional formator affixes (2010:103).

According to Putrayasa, derivational formator affixes are word-forming affixes that change word classes and inflectional formator affixes are word-forming affixes that do not change word classes. Thus, derivational formator affixes are derivative affixes that form new words (which change categories) and inflectional formator affixes are inflectional affixes that do not form new words (do not change categories).

Types of Affixes, according to Katamba, an append is a morpheme, which possibly happens when joined to another morpheme or morphemes like a root or stem or base. Clearly, by definition attaches are bound morphemes. No word might contain just an attach remaining all alone. For instance: –s or – ed or – al or even various attaches hung

together like al-s. As per Katamba, there are three sorts of attaches – prefixes, suffixes, and infixes – and it is explained below:

a. Prefix

Prefix is a word or group of words that is located at the beginning of a word and forms a new word and meaning that is different from the word sleep. Some of the prefixes used carry some of the meaning of the new word that is formed.

The prefix is usually used to indicate the negation or negative form of a word. Prefixes can also be used to express relationships of time, place, or manner. According to Katamba, a prefix is a fasten connected before a root (or stem or base) like re-, un-, and in-.

Table 2.1
Prefixes

Re-write	Un-kind	In-decent
Re-read	Un-tidy	In-accurate
Re-act	Un-holy	In-sincere

b. Suffix

Suffix (suffix) is a word or group of words that is located at the end of a word and forms a new word and meaning that is different from the original word. When a word is given a suffix (suffix) the word will experience a word class change. Suffixes sometimes change the spelling of a word. As indicated by Katamba (1994: 44), a postfix is an append connected after a root (or stem or base) like – ly, - er, - ist, - s, - ing, and – ed.

Example:

The following is an example of a suffix and the changes that occur in the original word (root).

Suffix changes Spelling (spelling)

1. beauty, duty + -ful → beautiful, dutiful

    (-y changes to i).

2. heavy, ready + -ness → heaviness, readiness

    (-y changes to i).

Table 2.2
Suffixes

Kind-ly	Wait-er	Chair-s	Work-ed
Quick-ly	Play-er	Leg-s	Jump-ed

Noun Suffixes

Change the word class of a word into a noun by adding a

suffix to the word.

Example:

-age : baggage, village, postage

-al : arrival, burial, deferral

-ance/-ence : reliance, defense, insistence

Adjective Suffixes

Change the word class of a word into an adjective

(adjective) by adding a suffix (suffix) to the word.

Example:

-able/-ible : drinkable, portable, flexible

-al : brutal, formal, postal

-en : broken, golden, wooden

Verb Ending

Change the word class of a word into a verb (verb) by adding a suffix (suffix) to the word.

Example:

-ate : complicates, dominates, irritates

-en : harden, soften, shorten

-ify : beautify, clarify, identify

Adverb Suffixes

Change the word class of a word into an adverb by adding a suffix (suffix) to the word.

Example:

-ly : calmly, easily, quickly

-ward(s) : downwards, homeward(s), upwards

-wise : anti-clockwise, clockwise, edgewise

c. Infix

Infix (insertion) is a word or group of words that is located in the (middle) of a word and forms a new word and emphasizes the meaning of the word.

Infix is usually used in non-formal situations (Informal). The infix is inserted before the syllable that receives the most stress, and cannot be inserted anywhere else in the word. As per Katamba, an infix is an append embedded into the root or stems itself.

Table 2.3
English Infixes

*Bum*ili comes from root 'buy' (Tagalog, Philippines)
Kalamzoo (name of place) - Kalama-*goddam*-zoo
Son-in-low

D. Inflectional Affixes

Inflection is an affixation that forms alternatives from a form that remains the same word, or lexical element. Inflection is a process of adding an inflectional morpheme

into a word that contains grammatical indications such as number, person, gender, tenses, or aspect.

Rachmadie says that some appends when joined to the root or base don't change the grammatical form of the root and they don't make another word. They just have certain syntactic capacity.These affixes are usually called inflection affixes.

Types of Inflectional Affixes, as per Rachmadie, in English, have inflectional joins to demonstrate the accompanying:

a) Plural structure

for example:

-s book books

Glass glasses

-en bull bulls

Youngster - kids

b) Possession

for example:

John's home

Understudies' shoes

A canine's tail

c) Third particular action word marker

for instance:

My sister consistently eats an apple each day.

Ann goes to class early.

Bill never understands papers.

d) Tense marker

for example:

Jack 's uncle buckled down yesterday. (Past tense)

I have concentrated on the illustration. (Past participle)

We are strolling around the field. (Present reformist)

According to Fromkin and Rodman, such bound grammatical morpheme are called inflectional morpheme (or, less technically, inflectional endings) they never change the syntactic classification of the words or morpheme to which they are joined.

E. Derivational Affixes

Derivation is an affixation that derives words or other lexical elements from certain words or lexical elements. Derivation produces a new word from a root word, which sometimes changes the word class such as changing a noun to a verb. As individuals realize that a word in some cases is worked by joining of fastens and root together, here and there it can shape another word with the new significance and it can change the grammatical form of root, which is called derivational appends. Derivational morphology creates new lexemes from existing ones, often with a changing the meaning. The process of derivation is by addition of affixes, chiefly prefixes, and suffixes in English, to base forms result in the creation of new words. As mentioned above, derivation often changes the lexical category of a word, or its meaning, or both. Coming up next are the more clarification of derivational affxes:

Derivative Affixes Form Verbs

Prefix {dis-}

This prefix can be attached to the base of nouns and nouns that function as forming verbs which means to express an opposite or opposite action.

Example : {dis-} + KK→KK

{dis-} + agree 'agree'→disagree 'disagree'

I agree with your opinion but I disagree with your boss.

"I agree with your opinion but I don't agree with your boss's opinion"

The suffix {-ize}

This suffix is attached to the base of nouns and adjectives that function as forming verbs and means to make something like the meaning stated in the root word.

Example : KB + {-ize} → KK Colony 'jajahan'

+ {-ize} → colonize 'to colonize' Dutch colonize Indonesia for 350 years.

"The Dutch colonized Indonesia for 350 years"

Derivative affixes that form adjectives

Prefix {super-}

This prefix can be attached to the base of a noun and functions as an adjective-forming and has the meaning of expressing the best quality.

Example : {super-} + KB → KS {Super-} + man 'man' → superman "tough man, great man"

The superman can fly. "A tough man can fly'"

The suffix {-ous}

This suffix is attached to the base of the verb and functions to form an adjective which means to state a situation.

Example : KK + {-ous} → KS

Continue 'continue' +{-ous} → continuous'

I see a continuous improvement of health after I stop smoking.

"I saw continued health improvement after I quit smoking"

Derivative affixes that form Nouns

Prefix {auto-}

This prefix can be attached to the base of a noun to form a meaningful noun to express someone who acts or acts alone (auto) without the help of a second party.

Example : {auto-} + KB → KB

{auto-} + biographer 'life history writer' → autobiographer "own history writer"

As a biographer she also an autobiographer.

Besides writing other people's chronicles, he is also the author of his own biographies.

The suffix {-ese}

This suffix is attached to the base of the noun which functions as a noun forming and its meaning states nationality.

Example : KB + {-ese} → KB

Vietnam 'vietnam' + {-ese} → Vietnamese "Vietnamese people"

Marco is a Vietnamese. "Marco is Vietnamese"

Forming affix

Prefix {anti-}

This prefix can be attached to the base of an adverb that functions as an adverb that is opposite to the base.

Example: {anti-}+ Kket → Kket

{anti-}   +Clockwise   'clockwise'   → anticlockwise

"not clockwise"

To loose the screw, you have to turn it

anticlockwise.

"To loosen the screw, you have to turn it

counterclockwise"

The suffix {-ly}

This suffix can be attached to the base of

adjectives and nouns that function as adverbs and is

meaningful to state the situation or atmosphere and time.

Example: KS + {-ly} → Kket.

Quick 'fast' +{-ly} → quickly

She runs quickly. "He ran fast"

F. Error Analysis

The term "error" refers to a systematic deviation

from a selected norm or a set of norms of a target language.

However, the experts present various definition of the term

error. Basically that definition contains the same meaning

while the difference lies only on the ways they formulate

them. Error analysis is a method used to document the

learners errors in learning target language, determine whether those errors are systematic, and if possible explain what caused them. Learners errors will have to be analyzed as means of gaining an insight into language learning process. From pedagogical perspective, error analysis still plays its traditional role of assisting teachers providing corrective feedback. Error analysis (EA) is the systematic study of deviation from target language in second language acquisition, especially in terms of the learners developing inter-language.

Types of errors, Dulay et al. (1982: 155) stated that there are four types of errors based on the surface strategy taxonomy namely; omission, addition, misformation, and misordering.

a) Omission

Omission errors are characterized by the absence of items that must present in a well-formed utterance or sentence. The example is when the students write

"departmen" instead of "department" or they write "enviromental" instead of "environmental".

b) Addition

Addition error characterized by the presence of an item which must not be present in a well formed sentence. Addition error is the opposite of omission error. The example is when the students write "complemenity" instead of "complement" or they write "fastly" instead of "fast".

c) Misformation

Misformation error is characterized by the use of the unacceptable forms of the morpheme or structure. In misformation errors the learner supplies something although it is incorrect. The example is when the students are applying negative prefixes in word "connect", they use "unconnect" instead of "disconnect" or they write "unnormal" instead of "abnormal".

d) Misordering

Misordering is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance or sentence. The example is when the students write "a high beautiful mountain" instead of "a beautiful high mountain" or they write "they not do work here" instead of "they do not work here". The students have made written misordering errors that are word-for-word translation of native language surface structure.

G. Previous Studies

The first past research was finished by Saputra (2011) entitled The Morphological Cycle on Descriptor Arrangement in "The Washington Club A Bluff Tough Book" by Peter Corris. The motivation behind the examination is to distinguish the sorts of the morphological cycles that happen in modifiers and depict the word classes that can change into descriptor through those cycles are found in a book "The Washington Club A Precipice Strong Book" and to clarify the elements of morphological

interaction which happens in modifiers found in a book.

The hypothesis utilized is proposed by Katamba (1993), McCarthy and Idiosyncrasy (1993). As indicated by examination can be conclud that there are two kinds of morphological cycles in English descriptive word development specifically determination and inflectional interaction. The capacity of morphological cycle happen in adjective formation is to create new words by modifying the meaning of the base without changing its grammatical category (class maintaining) or by modifying the meaning and the grammatical category of the base (class changing).

The second past research was finished by Devita (2009) named "The Derivational Suffix with Special Reference to Hemingway‟s The Old Man the Sea". The point of the exploration is to recognize and break down the capacity and which means of derivational additions, which are found in the Drama "The Old Man and The Sea by Earnest Hemingway. The hypothesis utilized is proposed by

Katamba (1993) joined with the hypothesis of induction proposed by Bauer (1983). The examination in this theory shows that there are numerous descriptors postfixes that were found in the novel entitled The Old Man the Sea by Ernest Hemingway‟s. They are called as inferred word since they are shaped by derivational cycle.

Third past research was finished by Tanjung (2015) named "Morphological Process of Derivational Noun in Mahligai Magazine". The points of the review are to discover sorts of morphological cycle happening in thing in the magazine qualified Mahligai and for break down the elements of morphological cycles relying upon its sort. The hypothesis utilized is proposed by Matthew (1991). As per investigations, the consequence of this review is the sorts of morphological interaction and English things word which added box derivational cycle change the importance of word and change the class of certain words.

After reading those previous study, the researcher concludes that first and the second study above same focus on devirational. Here is, the researcher find the similarity with the first previous studies. The researcher used the same theory from, it is Katamba's theory. On the other hand, the similarity also found in both of the previous studies above which is used the qualitative descriptive method. In this research, the researcher will use the qualitative method and focus on the finding the devirational affixes used by TBI Students of UIN Fatmawati Sukarno Bengkulu in writing background of thesis Maret 2021

CHAPTER III

RESEACH METHOD

A. Research Design

This section talks about the examination plan that will be utilized in this review. this sort of exploration is descriptive as stated by Hopkins, research can be defined as a systematic self-critical investigation. Therefore, research is needed to find answers related to the problem to be solved. In this study, analysts should have a plan to make it simpler to dissect the information. An examination configuration is an arrangement or technique for leading the review. It is needed to get trustworthy and valuable data. To discover what configuration ought to be taken by the writer, the author should initially take a gander at the examination issue.

As expressed in the examination issue, this review was directed to decide the morphological cycles in derivational appends found in the exploration proposition made. By examination of subsidiary fastens from understudy exploration

recommendations subsequently, in this review, scientists utilized enlightening examination. Expressive exploration alludes to investigate concentrates on that have the primary target of precisely portraying the attributes of individuals, circumstances or gatherings.

This methodology is utilized to portray factors instead of to test the anticipated connection between factors. According to Hott said that descriptive research explores and describes what the analysis of the findings in relation to their significance. This approach, the relief of qualitative & quantitative methods is appropriate when little is known about a phenomenon.

B. Reseach Subject

The subject of the study is State Organization for Islamic Investigations or UIN Fatmawati Sukarno Bengkulu is the just one State Islamic College in Bengkulu, Indonesia, in light of the Guideline of the Leader of Republic Indonesia of State Islamic Establishment change into State Foundation for

Islamic Examinations UIN Fatmawati Sukarno Bengkulu will be by English graduated class of English Schooling Division Tarbiyah and Tadris Staff State Islamic establishment of Bengkulu scholastic year of 2018/2019. The reseacher will choose their because still have some problems and mistake write in their proposal.

C. The Instrument of the Research

Research instruments are need to answer the research questions of this study. Something that is used to measure research variables can be called an instrument. The instruments that researchers use to collect data are:

1. Observation checklist

   The background of the researcher's thesis uses a checklist observation. In this case, the researcher analyzed all the sentences in the background of TBI's students in UIN Fatmawati Sukarno Bengkulu 2020/2021.

2. Documentation

An important wellspring of data in subjective exploration can be documentation. Sugiyono expressed that documentation can be composed and picture by somebody that can be use to get data. In leading documentation technique, the scientist can give magazines, books, records, and so on the capacity of documentation strategy is to mention dependable the aftereffect of objective fact or meeting.

D. The Technique of Data Collection

The research design of this study is qualitative research, This researcher will know about what in the EFL Students' research thesis.

1. Observation Checklist

In arranging observasiton checklist, the researcher read the research thesis of English students at UIN Fatmawati Sukarno Bengkulu. In observation stage, the researcher analyze how the students affixes in their research thesis.

Table 3.1
Derivational Affixes

No	Word	Part of speech	Roots	Part of speach	Derivational affixes		Note
					Prefix	Suffix	The function of derivational affixes.
1.	The word which is found derivational affixes	Kind of part of speech of the word	Roots of the words	Part of speech of the roots	Prefix found in the word	Suffix found in the word	The function of derivational affixes. A. Verb maker (noun/adj/adv turn into verb) B.Noun maker (ver/adv/adj turn into noun) C.Adjective maker(verb/noun/adv turn into adj) D.Adverb maker(verb/noun/adj turn into adverb)

2. Documentation

Ary jocabs and sorensen state that document consists public and private obtained by qualitative reseacher about a website or participants in the study and they can include newspapers,valube information in helping reseacher understand notes in qualitative studies.

In this research, the documentation guide is Research Proposal of Student at UIN Fatmawati Sukarno Bengkulu in Academic Year 2018/2019.

E. Data Analysis

Data analysis is a process arranging the data systems to get the enable data to discover the research. For subjective information that is depicted by words Investigation of derivational joins will get by activity of dissecting the words connected by derivational fasten in the graduated class' examination recommendations. This review is engaging; thusly, it simply depicts the morphological interaction on

derivational attaches found in research proposition make by English graduated class of English Instruction Office Tarbiyah and Tadris Workforce State Islamic organization of Bengkulu scholarly year of 2018/2019. It requires a few information, which are subjective information. or sentences isolated by classifications to acquire ends.

In making the analysis of data, the researcher uses the Attractive Analysis by Miles and Huberman.
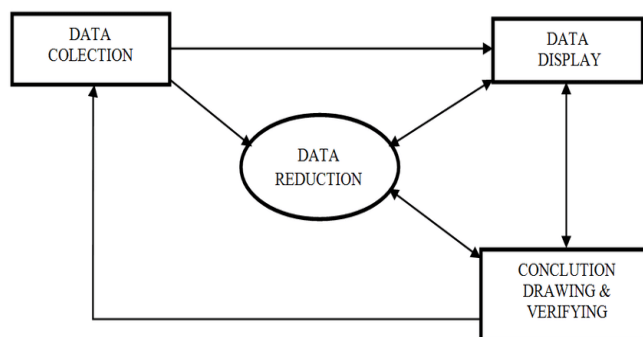
Figure 1. Miles and Huberman's Attractive Analysis technique.

1. Data Reduction

Reduction alludes to continue the information, picking the primary concerns, zeroing in on the

significant things and search for the subject of the exploration. Following stages of this movement would choose, centering, and simplifying the asset information that has been gathered.

The researcher identified the Research Proposal by Student of UIN Fatmawati Sukarno Bengkulu. Then the researcher identified whether the data contain affixes or not. The researcher reduced the data and choose the data including derivational affixes and inflectional affixes,and take the important data that will be use as data in this research.

2. Data Display

Information show implies the interaction to just the information as sentence, account, outline, graph, grid or table. Information show alludes to show information that have been diminished as examples. It advantages to help the analyst in understanding the information. Show the information is the assortment

of data which orchestrated and offers probability to get the end and make the move. In making the information could be shown in the best arrangement, this will be show to: table perception agenda. Consequently, the analyst organizes the information in great table to be more obvious.

3. Drawing Conclusion

Check implies the cycles which can address the examination question and exploration destinations and furthermore the objectives and meanings of the exploration. In subjective exploration, the trait of end is brief. On this exploration the scientist will make a finish of derivational and inflectional appends from research proposition understudy graduated class of UIN Fatmawati Sukarno Bengkulu, with reaching the inference would do by contrasting between perception information and documentation. the end in the past information can be confirmed by legitimacy and

consistency when the scientist is returning to the field, so the end is sound. Perception information will be intense by documentation as to approving every one of the information that have been gathered. In this examination, the analyst makes end from the information show.

CHAPTER IV
RESULT AND DISCUSSION

This Chapter provides the result and discussion of this research where by the given the given details are anchored in the focuses formulated in the problem statements of this research.

A. RESULT

a. Morphological Process on Derivational Affixes Found in Research thesis background made by English Alumni of Education Department Teacher Training and education Faculty in the Academic Year of 2020/2021

The writer wanted to analyze and discuss the morphological process on derivational affixes in alumni's research thesis background. The complete discussions would describe below:

Table 4.1
Distribution of Alumni's Thesis Background

No	RESPON-DENT	SENTENCE	MORPHOLO-GICAL ROLES
1.	NN	First impress to face the techonology, as introduced by Hutchinson and Waters, English will become the international language of technology and trade it creates a brand new generation of learners.	Root : intro Base : introduce Stem : introduced
		Material is something, such as an idea or information, that is to be refined and made of incorporated into a finish effort.	Root : corporate Base : incorporate Stem : incorporated
		Speaking is an interactive procedure of constructing which means that it is includes producing, receiving, and processing information.	Root : inform Base : information Stem : -
		This cause of speaking is not just about pronunciation, but you should be speak fluently and accurately.	Root : accurate Base : accurately Stem : -

		In the case of the latter, communicate is a core part of business, and value is produced through language-related activity, including advertising, marketing, promoting, receiving guests and clients, and servicing.	Root : service Base : servicing Stem : -
		In speaking skill, we are not only speaking however, we have to speaking clearly and fluented.	Root : speak Base : speaking Stem : -
2.	YW	Teaching is the teacher's process of helping students to learn by sharing knowledge and experience.	Root : study Base : student Stem : students
		Another purpose of the teaching and learning process is for students to gain knowledge and the ability to understand knowledge.	Root : learn Base : learning Stem : -

		Reading consists of two processes related to word recognition and comprehension.	Root : comprehend Base : comprehension Stem : -
		Reading is the process of reconstructing an author's idea written in printed text or symbols based on background knowledge and experience.	Root : write Base : written Stem : -
		Based on the background explanation above, the researcher to find out what the teacher's strategy was like in teaching reading comprehension at SMPN 26 Seluma.	Root : research Base : researcher Stem : -
3.	CM	Talking is an importance component of good communication.	Root : communicate Base : communication Stem : -

		In EFL teaching, it is an aspect that needs special attention and instruction.	Root : teach Base : teaching Stem : -
		Because the researcher conducted research in one of the schools that used the 2013 curriculum system, students were required to be more active than educators, this was stated in……..	Root : act Base : active Stem : -
		Negative face is the need to be independent and free from imposition.	Root : position Base : imposition Stem : -

		Based on the description above, the researcher really wants to identify what are the internal and external factors that cause students to feel anxious during the English presentation.	Root : present Base : presentation Stem : representation

From the table 4.1, the writer conclude that not all words had completed morphology role (root, base or stem). Moreover, several words only had root and base.

B. DISCUSSION

After identification, the next process was the process of building words.

The writer would like to show the table follow:

Table 4.2
Process of Words Building

No	RESPONDENTS	PROCESS OF WORDS	AFFIX	
			PREFIX	SUFFIX
1.	NN	Introduce + ed		-ed

		In + corporate + ed	In-	-ed
		Inform + ion		-ion
		Accurate + ly		-ly
		Service + ing		-ing
		Speak + ing		-ing
2.	YW	Study + ent + s		-s
		Learn + ing		-ing
		Comprehend + ion		-ion
		Write + en		-em
		Research + er		-er
3.	CM	Communicate + ion		-ion
		Teach + ing		-ing
		Act + ive		-ive
		Im + position	Im-	
		Re + present + ation	Re-	-ation

From the table 4.2 above, the writer found the morphological process on derivational affixes of 3 thesis background of Tbi's students in UIN Fatmawati Sukarno Bengkulu 2020/2021. Based on the theory, there were three

types of derivational affixes. There were prefixes, affixes and infixes. However, the writer found two types of derivational affixes. There were prefixes and suffixes. The writer found types of derivational affixes. There were 3 derivational prefix In-, Im-, and Re- and 9 derivational suffixes -ed, -ion, -ly, -ing, -s, -em, -er, -ive, and -ation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis of research at students in State Islamic University Fatmawati Sukarno Bengkulu 2020/2021, the researcher wants to present to conclusions . The conclusion consist of several points that are related to the problem of the study.

1. Morphological Process on Derivational Affixes Found in thesis background in TBI students in UIN Fatmawati Sukarno Bengkulu 2020/2021 the writer concluded that there was interesting morphological process dealing with roots, bases and stems. For example: explain + -ation = explanation. "Explain" was a root, then its base was "explanation"; describe + -ive = descriptive. Its root was "describe", then "descriptive" was a base.

2. Most dominant use of morphological process on derivational affixes found in thesis background in TBI

students in UIN Fatmawati Sukarno Bengkulu 2020/2021. The writer found types of derivational affixes. There were 3 derivational prefix In-, Im-, and Re- and 9 derivational suffixes -ed, -ion, -ly, -ing, -s, -em, -er, -ive, and -ation.

B. Suggestion

Based on the results of the data analysis, discussions, and conclusions above, the researcher would like to suggest some suggestions which were hopefully beneficial for English teacher/lecturer, students, and future research:

1. For students

   The students should learn derivational affixes because by learning derivational affixes, it can improve their vocabulary.

2. For teachers

   Teachers would apply the derivational affixes by separating the roots and the affixes clearly.

3. For other researcher

   Other researcher should conduct a research in similarly topic clearly and deeply in order that it can be applied in English teaching learning process.

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APPENDIXS

Appendix 1

Research instrument

Observation cheklist

Name   :

Date of observation   :

**   . The reseacher will use some instrument to collect the data   which   are   :   observation   and   checklist   and documentation**

No	Research Variable	Component	Indicator	Yes	No	Descripti -ons
1.		Prefix	Part of speech of the roots			

	Derivintio nal affixes	Suffix	Suffix found in the word			

Appendix 2

Interview

Name :

Date of interview :

1. Apakah penulis menggunakan derivitonal affixes dalam penulisan background pada profosal anda ?
2. Apa kendala penulis dalam melakukan penyusunan didalam background?
3. Bagaimana penulis memecahkan kesulitan yang ada didalam permasalahan itu ?

Name S1: NN

A. Background of the Study

In this modern world the things that so important for people is language. Language is the ways of people communicate to other people. There are many languages in the world one of that is English. English is important to people master. It is including for Indonesian; all of Indonesia people should master in English. According to Soegeng, English is one of the important subjects that should master by people. Through mastering English language, we can talk to people in world community and increasing science and technology, through literature handiest available in English. English language is learned by people based on they are purpose. It is about English for general or English for specific. According to Mackay and Mountford, ESP is typically used refer to the coaching of a utilitarian reason.

First impress to face the techonology, as introduced by Hutchinson and Waters, English will become the international language of technology and trade it creates a brand new generation of learners. That is the reasons of all people should understand about English. In English, there are four basic skills. The skills are speaking, listening, writing, and reading. From the four skills, the researcher will be focus on speaking skill. Speaking skill is the skill that scopes about vocabulary, grammar, and listening. Material is something, such as an idea or information, that is to be refined and made of incorporated into a finish effort. Through speaking skill, we can understand what someone says. According to Richard, the inexperienced person of English speaking skill is a choice for a few of English beginners. Language learners sometimes examine their achievement in language learning getting to know based on how well they have been progressing in their speaking skill1. Speaking skill is important for the people in the world, it is

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[1] Jack C. Richard, "Teaching Listening and Speaking from Theory to practice", (Cambridge University, 2008), P. 19.

because of through speaking skill we can communicate, convey the opinion, convey the information, and make a relationship with each other. In our daily life, speaking English is not easy due to the fact of the speaker should master numerous important factors, such as pronunciation,grammar, vocabulary, fluency, and comprehension. <u>Speaking is an interactive procedure of constructing which means that it is includes producing, receiving, and processing information.</u> English learners (beginners) should have the capability of English talking a good way to communicate with others. According to Thornberry, the primary troubles faced by the students are two areas, knowledge factors and skills factor. They can cause of the speaker loses of confidence[2]. Both of the factors are the usual factors faced by students to learn English speaking.

Based on the data above, the researcher analyzed about speaking skill. It is a big problem for the students in learning English.

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[2] Sayuri, ''English sepaking prolem of EFL learners of Mulawarman University'', Indonesia journal of EFL and Linguistics. 2016, P. 49.

<u>This cause of speaking is not just about pronunciation, but you should be speak fluently and accurately.</u> According to Bruno N.A. et al, there are many students said that they spent the time learning about English, but they are cannot speaking English fluently and understandably[3]. There are some reasons that made speaking English become difficult. English speaking overcomes barriers for students, such as feeling nervous, being afraid of making mistakes, and have less vocabulary. All of those difficulties, which may be encounter by the students for the Islamic banking study program FEBI IAIN Bengkulu, also affect their speaking skill. However, we cannot avoid that the students of Islamic Banking need English, especially speaking skill for their major. It is because English can help them in their job for the future. English can develop the sectors of their business. This related to Davies, the argument that an effect on earnings is more

---

[3]Mohamed Dalem, *"of speaking that are encountered by English LangaugE Students at AL MARGEB UNIVERSITY"*, *Al Margeb Univerity. 2017, P.20.*

likely to occur in the sectors that depend on English for conducting business, which would include multi-national companies, exporters, and importers who have linked to global markets, and service sector businesses[4]. <u>In the case of the latter, communicate is a core part of business, and value is produced through language-related activity, including advertising, marketing, promoting, receiving guests and clients, and servicing.</u> Speaking skill for students from non-English majors is like a challenge. It is because they learn English in general and there is no specific subject when they are learning English. So that, this make them difficult to focus only on speaking skill. <u>In speaking skill, we are not only speaking however, we have to speaking clearly and fluented.</u> Therefore, the topic that you convey can accept by the listener clearly. Mastering English-speaking skill is to barriers for students from non-English major. It is because in speaking skill we need to memorize a lot of vocabulary, we need to pronounce well.

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[4]Philip Powell Davies, The Social and Economic Case for Developing English Skills. Cairo symposium.

According to the explanation above, this study was designed to observe **The English speaking barriers possessed by students of the IslamicBanking study program FEBI IAIN Bengkulu**.

Name S2: YW

A. Background of The Study

Teaching is the teacher's process of helping students to learn by sharing knowledge and experience. It also includes any technique that engages students in the learning process for their own learning (Halik, 2016). The purpose of teaching and learning is for students to understand the language that is even spoken and written (Muslaini, 2017). Another purpose of the teaching and learning process is for students to gain knowledge and the ability to understand knowledge. This means teachers need to have a lot of experience in teaching and good teaching strategies in teaching in the classroom. To achieve the goal of teaching, teachers are the key that must be creative in choosing the right teaching strategies so that students can easily understand the lesson.

According to Muslaini (2017), teaching strategy is a plan to achieve the goals that have been determined in the teaching and learning process. Teaching strategies can help

students accept learning and improve the teaching and learning process thereby creating an interactive learning environment. Teachers must understand the four language skills well so that students can use these skills to communicate or express their thoughts, feelings, and opinions in English. Language skills consisting of reading, writing, speaking, and listening are four skills that must be mastered by every student. Among the four language skills, reading is one of the skills in learning a language besides listening, speaking, and writing. Reading is one of the skills that is very important for readers because can improve their understanding of the text or what they have learn and read to accumulate a lot of vocabulary and expand their knowledge. Teacher strategies in teaching are how teachers use teaching reading to attract students' attention to learning reading in the classroom. (Lumban Gaol et al, 2019). Reading is one of the essential language skills for academic success because reading is the basis for learning English. Reading is one of those language skills that allows

you to understand information clearly. Bernhardt states that reading is about understanding written texts. This is a complex activity involving perception and thought. <u>Reading consists of two processes related to word recognition and comprehension.</u> Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. (Pang et al, 2000). What we know about reading is mostly based on studies conducted in English. Reading comprehension is an attempt to understand, evaluate, and also recognize the ideas of writers reading texts. Readers need to understand to retrieve message content or information from text. <u>Reading is the process of reconstructing an author's idea written in printed text or symbols based on background knowledge and experience.</u> These are skills that must be developed and can only be developed practically that are broad and sustainable.

Reading is the most important component in the learning process and social interaction because, first, reading is an indispensable communication tool in a civilized society. Second, that the reading material produced in any period of time in history is largely influenced by social background. Third, the development, that during the period of recorded reading history has led to two very different poles. What we know about reading is largely based on studies conducted in English. Reading has an important role in the learning process because students succeed in learning other subjects largely determined by the high level of reading mastery. This encourages students to discover key ideas and support the details, factual information, and meaning of words. Therefore, reading requires more serious attention because there are many components that can not be separated when we learn to read. Students must have reading skills if they want to gain more knowledge of the text or other. Many reading strategies that have been used in teaching English in the classroom. The

result to know the strategies are used by the teacher to successful with some students. Many reading strategies may be can applied to the class to make the situation become fun. the methods and strategies generally used by the English teachers at the school included individual learning, cooperative learning, using media, (games, pictures, and picture series), and the grammar-translation method. The games ancaurage student to mix with one another. They modified the strategies used in teaching depending on the materials or the genre of the text.

Actually, what should be taken into consideration now is the way the knowledge is present. Indonesian government absolutely realize with this situation. So, they decide English as compulsory subject for formal schooling. English is foreign language used in a medium of instruction at school; many students think that English is the most difficult subject. Reading text also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct

sentences, paragraphs, and text (Harmer, 1998, p.68). The aim of teaching reading of foreign language is focus on the student's comprehension. Unfortunately, not all students have a good reading ability that is target in curriculum. In teaching and learning process, most of the teachers in Indonesia have a problem one of them is the strategies. <u>Based on the background explanation above, the researcher to find out what the teacher's strategy was like in teaching reading comprehension at SMPN 26 Seluma.</u> Based on preliminary observations on March 16, 2021 at SMPN 26 Seluma, it was found that the students' ability to understand the reading text still needed guidance from the teacher, this was shown when they read the reading text, when they encountered a difficult word, their reading paused to think about the meaning of the word. before continuing their reading. Some students do not understand what they have read. Many students think that English is a difficult subject so not all students have good reading skills. This kind of situation is a teacher's problem,

what is the teacher's strategy in teaching reading comprehension in English. It means the teacher must have a strategy in the teaching process so that students understand the reading. In teaching and learning activities, sometimes there are factors that influence students to read English in class. The phenomenon above shows that the strategy in the teaching and learning process is very important until he command distinct and wisely understood. Furthermore, the researcher uses Vacca's (1999) theory as a strategic framework in reading comprehension. This theory was chosen by researcher because this theory has more variations than other theories. This theory can be used in teaching reading comprehension. The theories of Vacca (1999) are as follows: Scaffolding, Think-aloud, reciprocal teaching, SQ3R, and QARs. Based on the background above, the researcher is interested in conduct a research entitled **"The Strategies Used by EFL Teachers in Teaching Reading at SMPN 26 Seluma in Academic Year of 2020/2021".**

Name S3: CM

A. Background of the Study

Talking is an importance component of good communication. As said by Richard that the speaking is one of the central elements of communication.[5] In EFL teaching, it is an aspect that needs special attention and instruction. This means that through information and messages conveyed when communicating, someone who did not understand will understand. Speaking is one of the four language skills (reading, writing, listening, and speaking). This is a way in which students can communicate with others to achieve certain goals such as expressing opinions, ideas, ideas, or points of view.

There are several psychological factors that affect students abilities in English presentations, namely intelligence, self-confidence, nervousness, motivation,

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[5]Richard, C. Jack, Renandya, Willy, Methodology in Language Teaching An Anthology of Current Practice, (New York, Cambridge University Press, 2002) p. 210

and creatifity.[6] One of the student's problems is related to emotions. Brown states that emotions affect learning most fundamentally because they are the foundation of learning strategies and techniques.[7] If students experience emotional tension it can hinder or interfere with learning concentration and can also appear nervous and stutter in the heart. The motion is important in conversations or class activities because they have a good impact on learning

Problems that occur when speaking English are not only found in primary, secondary, and above education levels but will still arrive at the college level.[8] Several studies have proven this on individual English skills such as Kharma, Megawati & Madarani, and

[6] Simatupang, Masda. (2018). Dialektika : Jurnal Bahasa dSastra dan Budaya. *Faktor-faktor psikologis dalam presentasi bahasa Inggris.I.* p24

[7] Brown, H. Douglas (1991). *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, Inc.), p.73

[8] Megawati, Fika. (2016). Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektife. *Jurnal Pedagogia. 5*(2).149

Lituanas & Friends. But this also applies to students who are not from the English department. However, because we are in a non-English speaking environment, it is not easy for us to learn. That means for you to be able to speak good English, you have to frequently listen to English speakers. When compared to other skills, speaking skills are easy because there is adequate vocabulary, so they can be mutually agreed upon. Speaking skills need to be supported by writing skills in terms of enriching vocabulary. Languages have just been processed by humans for each other to give an effective and well-intended communication. It means every state in the student's self must be accompanied by effective speaking skills both at the weak level and broad level.

However, there are still many factors that cause students difficulty in learning to speak English. One of the factors is anxiety. Some people are carelles about the risk. <u>Negative face is the need to be independent and free</u>

from imposition. Student anxiety is the main problem faced by most students in learning English as a foreign language. According to Horwitz, some students may claim to have mental blocks to anxiety as they learn to speak a second language or a foreign language.[9] This makes students less confident, stressed, and nervous so students not like to learn English. Psychological factors should be identified early on before reducing and controlling it to overcome a mental block.

Because the researcher conducted research in one of the schools that used the 2013 curriculum system, students were required to be more active than educators, this was stated in *"Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 53 tahun 2020 (Permendikbud no 53 tahun 2020 tentang penilaian*

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[9] Horwitz, E. K., Horwitz, M. B., & Cope, J. A. 1986. Foreign Language Classroom Anxiety. The Modern Language Journal. Vol. 70 (2), 125-132

hasil belajar oleh pendidik dan satuan Pendidikan Pada Pendidikan Dasar dan Pendidikan Menengah''

Based on the description above, the researcher really wants to identify what are the internal and external factors that cause students to feel anxious during the English presentation. Therefore, the researcher will conduct research entitled **"Analysis of Speaking Anxiety of Eighth-Grade Students of SMPN 25 Kota Bengkulu".**

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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 0061 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Risnawati, M.Pd. 197405231999032002	P I	Anggara Marceleno	TBI	The Analysis of Derivative Affixes Used in Thesis Background of TBI's Students in State Institute for Islamic (IAIN) Bengkulu 2020/2021
2	Pebri Prandika Putra, M.Hum. 198902032019031003	P II	1611230091		

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 07 Januari 2022

Plt. Dekan,

ZUBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal　　: Permohonan Perubahan Judul Skripsi
Lamp　:-

Kepada Yth. Ketua Prodi
　　　　Tadris Bahasa Inggris
　　　　IAIN Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama　　　　: Anggara Marceleno
Jurusan/Prodi　: Tadris Bahasa Inggris
Fakultas　　　: Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.
Adapun judul saya sebelumnya adalah: **The Analysis of Derivational Affixes of EFL Student's Research Proposal**
Menjadi:**The Analysis of Derivative Affixes Used in Thesis Background in State Institute For Islamic (IAIN) Bengkulu 2020\2021.** Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu,　Januari 2022

Disetujui oleh,

Pembimbing I,

Risnawati, M.Pd.
NIP. 19740523199903

Pembimbing II,

Pebri Prandika Putra, M.Hum.
NIP. 198902032019031003

Diketahui oleh,
Ketua Prodi TBI

Feny Martina, M.Pd.
NIP. 198703242015032002

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Nomor : :52.50 /In.11/F.II/PP.009/ 12/2021   Bengkulu, | Desember 2021
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.
1. Feny Martina, M.Pd. (Penyeminar I)
2. HenyFriantary, M.Pd (Penyeminar II)
   di –
   Bengkulu
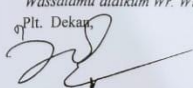
Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi
Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal   : Selasa, 30 November 2021
Waktu   : 08.00 sampai selesai
Tempat   : Gedung C4.1 (Ruang Munaqosah)

NO.	NAMA/NIM	JUDUL
1.	Muhammad Firdaus Saputra 1611230020	An Analysis of Classroom Interaction in EFL Class by Using FIACS Technique at MTS AL-Mubaarak Kota Bengkulu
2.	Siti Mursida Rani 1711230088	Investigating Second Language Acquisition of English Foreign Language Students in Al Iman Modern Islamic Boarding Scholl Viewed from Students Learning Environment
3.	Ari Andre Rianyansa 1811230083	Investigating of Students' Self-Directed Learning in Mastering English Speaking Skills During Covid-19 Pandemic (Desciptive Qualitative at 3st Semester Students of TBI IAIN Bengkulu in Academic Yaer (2021/2022)
4	Anggara Marceleno 1611230091	The analysis of Derivative Affixes used in Thesis Background of TBI's Students in State Institute For Islamic (IAIN) Bengkulu 2020/2021
5	Mediayansyah 1611230088	The Challenge of Online Learning During Covid-19 Pandemic: Perception Analysis of Teacher and Students

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima
kasih.

Wassalamu'alaikum Wr. Wb.
Plt. Dekan,

ZUBAEDI

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
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PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama :Anggara Marceleno, NIM : 1611230091 yang berjudul **"The Analysis Derivative Affixes used in Thesis Background of TBI'S Students in State Institute For Islamic (IAIN) Bengkulu 2020/2021) ".** Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal   : Selasa, 30 November 2021

Pukul   : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Bengkulu,   Januari 2022

Penyeminar I

Feny Martina, M. Pd
NIP. 19870324201503202

Penyeminar II

Heny Friantary, M. Pd
NIP. 198508022015032002

90

Nomor : 0752 / Un.23/F.II/TL.00/02/2022   10 Februari 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Koordinator Prodi Tadris Bahasa Inggris
Di –
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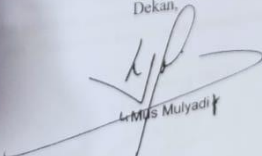
Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"The Analysis Of Derivative Affixes Used In Thesis Background Of TBI's Students In State Institute for Islamic (IAIN) Bengkulu 2020/2021".*

Nama	:	Anggara Marceleno
NIM	:	1611230091
Prodi	:	Tadris Bahasa Inggris (TBI)
Tempat Penelitian	:	Prodi Tadris Bahasa Inggris (TBI)
Waktu Penelitian	:	14 Februari s/d 31 Maret 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mus Mulyadi

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SURAT TUGAS KOMPREHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Nomor : 9545 /In.11/F.II/PP.009/06/2021
entang
Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Anggara Marcelino
NIM : 1611230 091
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Adi Saputra, M.Pd.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Andri Saputra, M.Sc.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psyicholinguistics, Sociolinguistics, Phology Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Vebby Andra, M.Pd.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.
Terima kasih.

Bengkulu, 16 Juni 2021
Dekan,

ZUBAEDI

KEMENTERIAN AGAMA RI
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Alamat : JL. Raden Fatah Pagar Dewa telp (0736) 51276, Fax (0736) 5117 Bengkulu

SURAT KETERANGAN PENELITIAN

Hal   : Keterangan Penelitian
Lamp : -

Dengan hormat,
Yang bertanda tangan di bawah ini :
Nama   : Feny Martina, M.Pd
NIP   : 198703242015032002
Jabatan   : Ketua Prodi Bahasa Inggris

Dengan ini menyatakan bahwa :
Nama   : Anggara Marceleno
NIM   : 1611230091
Jurusan/Prodi : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Tadris

Benar-benar telah melakukan penelitian skripsi pustaka diperpustakaan Prodi Bahasa Inggris dalam rangka penulisan skripsi yang berjudul *"An Analysis off Derivative Affixes Used in Thesis Background of TBI's Students in State Institute for Islamic (IAIN) Bengkulu 2020/2021"*, kegiatan tersebut dilaksanakan mulai tanggal 14 Februari 2022 sampai 31 Maret 2022.

Demikianlah surat keterangan ini dibuat dengan sebenar-benarnya dan dapat dipergunakan sebagaimana mestinya.

Bengkulu,   Juli 2022

Ketua Prodi TBI

Feny Martina, M.Pd.
NIP. 198703242015032002

25/09 2022

Hanura Robriani

Cek turnitiin Anggara_TBI

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Bengkulu, 29 Juli 2022

Nomor : 726 /Un.23/F.II/PP.00.9/07/2022
Lamp. : -
Perihal : Ujian Skripsi

Kepada Yth.
1. Dr.Edi Ansyah, M.Pd (Ketua)
2. Sepri Yunarman, M.Si (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Endang Haryanto, M.Pd (Penguji II)
   di –

   Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,
Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 29 Juli 2022
Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No.	Nama/Nim	WAKTU (WIB)	Judul
1	Muhammad Firdaus S. 1611230020	08.00-09.00 WIB	An Analysis of Classroom Interaction In EFL Class By Using FLACS Technique at MTS Al-Mubarak Kota Bengkulu
2	Mediyansyah 1611230088	09.00-10.00 WIB	The Challenges of Online Learning During Covid-19 Pandemic : Perception Analysis of Teacher And Students and MTS Al-Mubarak Kota Bengkulu
3	Anggara marceleno 1611230091	10.00-11.00 WIB	The Analysis of Derivative Affixes Used In Background of TBI's Students In UIN Fatmawati Sukarno Bengkulu 2020/2021

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan

Mus Mulyadi

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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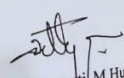Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Anggara Marceleno
NIM : 16123 0091
Jurusan : Tarbiyah & Tadris
Program Studi : Tadris B. Inggris

Pembimbing I/II : Detty lismayanti M.Hum
Judul Skripsi : The Analysis Of Derivative Affixes used in thesis Background of TBI's Students in State Institute for Islamic (IAIN) Bengkulu

NO	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	November 5 /2020	Bab III : Intstrument References	- Perbaiki Instrument - Dibuat table	
2.	Januari 12/ 2021	Background	- Spasi - footnote jangan lupa	
3.	Maret 4 /2021	Bab III : Data collection · Documentasi	- Instrument Of the research - write the theme - Indicator - what documents will you use	
4	Maret 17 / 2021	Bab III : literatur Riview	- Perbaiki susunan paragraf - Beri footnote	

Mengetahui
Dekan

Dr. Subecti, M.Ag. M.Pd
NIP.

Bengkulu, 5 November 2020
Pembimbing II

Detty Lismayanti M.Hum
NIP. 19771222200901

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Nama Mahasiswa : Anggara Marceleno

: 1611230091

Jurusan : Tarbiyah & Tadris

Program Studi : Tadris B. Inggris

Pembimbing I/II : Detti lismayanti, M. Hum

Judul Skripsi : The analysis of Derivative Affixes used in thesis Background Of TBI's students in state Institute for Islamic (IAIN) Bengkulu
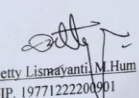
NO	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
5.	Maret 24 /2021	Background	- Today is already not in the era	
6.	12 /4 / 2021	Proposal	Acc !	

Mengetahui,
Dekan

Dr. Zubaedi, M.Ag, M.Pd.
NIP. 196903081996031005

Bengkulu, 12 April 2021
Pembimbing II

Detty Lismayanti, M.Hum
NIP. 197712222009001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
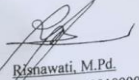**INSTITUT AGAMA ISLAM NEGERI**
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ama Mahasiswa	Anggara Marceleno	Pembimbing I/II : Risnawati, M.Pd.
IM	1611230091	Judul Skripsi : The Analysis of Derivative
urusan	Tarbiyah & Tadris	Affixes Used in thesis Background of
rogram Studi	Tadris B. Inggris	TBI's students in state Institute for Islam (IAIN) Bengkulu

NO	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	8-02-2021	SK Pembimbing + Research Proposal	- 1 -	Pf
2.	15-02-2021	Research Title	•/ Revise as Suggested!	Pf
3.	17-04-2021	Chapter I	•/ Revise as Suggested 1. 2.	Pf
4.	24-04-2021	Chapter II	•/ Revise as Suggested 1. 2.	Pf

Mengetahui
Dekan

Dr. Zubaedi, M.Ag, M.Pd.
NIP. 196903081996031005

Bengkulu, February 2021
Pembimbing I

Risnawati, M.Pd.
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100

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Nama Mahasiswa : Anggara Marcelero

NIM : 1611230091

Jurusan : Tadris B Inggris

Program Studi : B. Inggris

Pembimbing I/II : Risnawati, M.Pd

Judul Skripsi : The analysis of Derivative Affixes used in thesis Background of TBI's students in Institute for Islamic (IAIN) Bengkulu

NO	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
5.	15-05-2021	Chapter III	•> Revise as suggested 1. 2.	
6.	10-06-2021	Chapter I. II. III References Appendices	-> Acc ... You can register for "Seminar Proposal"	

Mengetahui
Dekan

Dr. Zubaedi M.Ag, M.Pd
NIP. 196903081996031005

Bengkulu, 11-06-2021
Pembimbing I

Risnawati, M.Pd.
NIP. 19740523199903

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a Mahasiswa	: Anggara Marceleno	Pembimbing II	: Pebri Prandika Putra, M. Hum
	: 1611230091	Judul Skripsi	: The Analysis Of Derivative Affixes Used In Thesis Background Of TBI's Students In UIN Fatmawati Sukarno Bengkulu 2020/2021
	: Bahasa Inggris		
...an	: Tarbiyah dan Tadris		
gram Studi			

NO	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1	18-07-2022	Chapter IV	Conclusion → too short Discussion → - urgensi	
2	19-07-2022	Chapter IV	- Review dari yang sudah diteliti	
3	20-07-2022	Chapter IV	- Discussion	
4	21-07-2022	Chapter IV	- table - lengkapi yang kurang	
5	27-07-2022	Chapter IV	Revise Chapter IV Revise Chapter V ACC	

Mengetahui,
Dekan

Bengkulu,............. July 2022
Pembimbing II

Dr. M............, M.Pd
NIP. 197........031004

Pebri Prandika Putra, M. Hum
NIP. 198902032019031003

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Nama Mahasiswa	: Anggara Marceleno	Pembimbing I	: Risnawati, M. Pd.
NIM	: 1611230091	Judul Skripsi	: The Analysis Of Derivative Affixes Used In Thesis Background Of TBI's Students In UIN Fatmawati Sukarno Bengkulu 2020/2021
Jurusan	: Bahasa Inggris		
Program Studi	: Tarbiyah dan Tadris		

NO	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1	19-02-2022	Chapter IV	- Revise as suggested	
2	20-02-2022	Chapter IV, abstract Reference, Appendices	- Revise as suggested	
3	21-02-2022	Chapter I.II, III, IV, V abstract, References, appendices	: Acc...you can register for: Ujian Munaqosah	

Mengetahui,
Dekan

Bengkulu,...........July 2022
Pembimbing I

Dr. Mus Mulyadi, M.Pd.
NIP. 197005142000031004

Risnawati, M. Pd.
NIP.197405231999032002

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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Anggara Marceleno
NOMOR INDUK MAHASISWA : 1611230051
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jumat, 27-05-2021	08.00	Ilham Rahmad	1711230817	An analysis of Google Form used by english teacher to evaluate student's learning achievment at Sman 1 Bentieng	
2	-11-	08.45	Shanti Wulandari	1711250053	The effect of applying project base learning different way kelas blajng on english student speaking ability at second smester MAN	
3	-11-	09.20	M. Yosin Hidayatullah	1611230599	An analysis of code mixing on EFL Remote classroom used by teacher SMPN5	
4	-11-	09.55	Osi andika	1711230027	The interference of EFL students indiv language on english proonunciation	
5	-11-		Koko Susanto	1611230041	English teachers strategies in teaching Speaking in the New Normal	
6	-11-					