

**TYPES OF AFFIXATION FOUND IN READING TEXTS OF ENGLISH
TEXTBOOKS FOR THE FIRST GRADE OF SENIOR HIGH SCHOOLS IN
TULUNGAGUNG**

THESIS

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MOTTO

Success is stumbling from failure to failure
with no loss of enthusiasm.” – Winston
Churchill

“You only live once, but if you do it right,
once is enough” – Mae West

DEDICATION

After finishing this thesis, I want to dedicate this thesis to:

1. My beloved, Lamidi is my father and Umiarsih is my mother who always pray for my success and who always give motivation to me
2. My beloved, Ana is who always supports me
3. My beloved advisor, Nanik Sri Rahayu who always guided and gave me unforgettable knowledge
4. My close friends, Atik Laelatus Shofiyah, Ely, Ardiana, Ani Fatma, Dianty and Binti, who accompanied and supported me during doing this research
5. All members of TBI-8B whom I love

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States that this thesis is truly my original work. It does not incorporate any material previously written or published by another person except those as indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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ABSTRACT

Sugiarto, Arif. Registered Number Student 3213113050. 2015. *"Types of affixation found in reading texts of english textbooks for the first grade of senior high schools in tulungagung"*. Thesis. English Education Program. State Islamic Institute (IAIN) of Tulungagung. Advisor: Nanik Sri Rahayu, M.Pd

Keywords: Affixation, reading text.

Reading is one of language skills that is almost dominant in teaching learning process. Reading is also very important skill that we should consider in learning English, it becomes the basic foundation of academic skills because most subjects need the skills of reading. The success of teaching learning process cannot be separated from the role of reading. However, reading mastery is not easy to learn for the students in EFL because they should understand about words and sentences that they used in their prior knowledge which is becoming to be a good reader that focuses primarily on what them already knows about the topic in reading text. They may use morpheme, semantic, syntax and context clause to identify the meaning of unknown words in the text. So, linguistic category also plays an important role in reading. Therefore, the learners need to learn about the affixations as one of part in linguistic category, morpheme.). Affixes is defined as a closed class of grammatical elements within the word. They are bound morpheme and cannot occur on their own. A fair number of affixes change the word class of the root to which they are affixed. Affixation is very important to be learned by every learner who wants to study the content of English text, because it will help them to develop student's general understanding in reading text it is because every type of affixation while present different meaning. So the students will easily understand the meaning of unfamiliar words in the text. Having seeing such phenomenon, the writer found that mastering English is not easy if the students are lack of vocabulary, especially in affixation. This research

aimed to find out the types of affixation found in the reading text of textbook used by the first grade of senior high school.

The formulation of the research problem are: 1). what types of each affixation (derivational Affixes) are found in the textbooks used by the first grade of senior high school in Tulungagung? and 2) how are the frequencies of occurrence of each types of affixation (derivational Affixes) in the textbooks used by the first grade of senior high school.

The purpose of this study are: 1) To know types of each affixation (derivational Affixes) are found in the reading text in English textbook for the first grade of senior high school in Tulungagung. And 2) To know the frequencies of occurrences of each type of affixation (derivational Affixes) in the reading text in English textbook for the first grade of senior high school in Tulungagung.

Research methodology: 1) research design : the design use in this study is descriptive quantitative approach. 2) In this research, the population that was used by the researcher was all reading text in English textbook used by the first grade of senior high school in Tulungagung. 3) The sampling technique of this study is purposive sampling. 4) The sample of this study is 4 English textbook, they were consist 44 of reading text. 5) the research instrument was in the form of document, and 6) the data analysis.

The result of this study are :1) the writer found out there were two kinds of affixes. They were prefix and suffix. 2). There is prefixation of 20 prefixes of negative prefix and 18 prefixes of other prefix with various meaning. Then suffix of 3 suffixes verb formation, 58 suffixes of adverb formation, 99 suffixes of noun formation include noun derived from verb, noun derived from adjectives and nouns derived from other nouns. Then 101 suffixes of adjective formation include adjective derived from nouns and adjective derived from verb. There is no diminutive. 3) There are affixes which are mostly used in reading text in English textbook at the first grade of senior high school with the frequency of the occurrence 12.70% for prefix and 87.30% for suffix or fifty four types of affixation. There is dominant of Suffixes.

Based on the research findings, the researcher suggested some suggestions,they were: 1) for the teacher, They can apply the type of affixation by separating the affixes clearly to the student mastering vocabulary, So, This research used as their reference to teach reading. 2) for the student, they should learn the affixes because from it can create a new meaning that

can improve their vocabulary and also help the student to easy understand the meaning of unfamiliar word in the text, especially about affixation. 3) For other researcher to conduct further research on similar area by improving or use it as reference to conduct a further research related to types of affixation in the same topic or area. This study is very important it will give some knowledge to the researcher and to know various type of affixation.

ABSTRAK

Skripsi dengan judul *"Types of affixation found in reading text in english textbooks for the first grade student of senior high school in tulungagung"* disusun oleh Arif Sugiarto. 3213113050. Jurusan Pendidikan Bahasa Inggris di IAIN TULUNGAGUNG tahun akademik 2015, dan dibimbing oleh Nanik Sri Rahayu, M.Pd.

Kata Kunci: Affiksasi, Membaca

Membaca adalah salah satu keterampilan bahasa yang hampir dominan dalam proses belajar mengajar. Membaca merupakan keterampilan yang sangat penting sehingga kita harus mempertimbangkan dalam pembelajar bahasa Inggris, membaca menjadi landasan dasar keterampilan akademik karena sebagian mata pelajaran membutuhkan keterampilan membaca. Keberhasilan proses belajar mengajar tidak terlepas dari peran membaca. Namun, penguasaan membaca tidak mudah untuk dibelajari bagi siswa di EFL karena mereka harus mengerti tentang kata-kata dan kalimat yang mereka gunakan dalam pengetahuan mereka sebelumnya, menjadi pembaca yang baik yang berfokus terutama pada apa yang mereka sudah tahu tentang topik dalam membaca teks. Mereka mungkin menggunakan morfem, semantik, sintaksis dan konteks klausa untuk mengidentifikasi makna kata-kata yang tidak dikenal dalam teks. Jadi, kategori linguistik juga memainkan peran penting dalam membaca. Oleh karena itu, peserta didik perlu belajar tentang affixations sebagai salah satu bagian dalam kategori linguistik, morfem. Afiks didefinisikan sebagai kelas tertutup elemen tata bahasa dalam kata. Mereka terikat morfem dan tidak dapat terjadi pada afiks itu sendiri. Sejumlah wajar afiks mengubah kelas kata akar yang mereka ditempelkan. Afiksasi sangat penting untuk dipelajari oleh setiap pelajar yang ingin mempelajari isi teks bahasa Inggris, karena akan membantu mereka untuk mengembangkan pemahaman umum siswa dalam membaca teks itu karena setiap jenis afiksasi sementara ini arti yang berbeda. Jadi siswa akan mudah memahami arti dari kata-kata asing dalam teks. Memiliki melihat fenomena tersebut, penulis menemukan bahwa menguasai bahasa Inggris tidak mudah jika siswa kurangnya kosakata, khususnya di afiksasi. Penelitian ini bertujuan untuk mengetahui jenis-jenis afiksasi ditemukan dalam teks bacaan buku teks yang digunakan oleh kelas

satu SMA.

Rumusan masalah penelitian ini adalah: 1). apa jenis afiksasi yang ditemukan di buku teks yang digunakan oleh kelas satu SMA di Tulungagung ?, 2). apa jenis setiap afiksasi ditemukan di buku teks yang digunakan oleh kelas satu SMA di Tulungagung? dan 3) bagaimana frekuensi terjadinya masing-masing jenis afiksasi (awalan dan akhiran) di buku teks yang digunakan oleh kelas satu SMA.

Tujuan dari penelitian ini adalah: 1) Untuk mengetahui jenis afiksasi ditemukan dalam teks bacaan dalam buku teks bahasa Inggris untuk kelas satu SMA di Tulungagung. 2) Untuk mengetahui jenis setiap afiksasi ditemukan dalam teks bacaan dalam buku teks bahasa Inggris untuk kelas satu SMA di Tulungagung. 3) Untuk mengetahui frekuensi kemunculan setiap jenis afiksasi (awalan dan akhiran) dalam teks bacaan dalam buku teks bahasa Inggris untuk kelas satu SMA di Tulungagung.

Metodologi penelitian: 1) desain penelitian: penggunaan desain dalam penelitian ini adalah pendekatan deskriptif kuantitatif. 2) Dalam penelitian ini, populasi yang digunakan oleh peneliti adalah semua teks bacaan dalam buku teks bahasa Inggris yang digunakan oleh kelas satu SMA di Tulungagung. 3) Teknik pengambilan sampel dari penelitian ini adalah purposive sampling. 4) Sampel dari penelitian ini adalah 4 buku bahasa Inggris, yang terdiri 44 teks. 5) instrumen penelitian adalah dalam bentuk dokumen, dan 6) analisis data.

Hasil dari penelitian ini adalah: 1) penulis menemukan ada dua jenis afiks yaitu awalan dan akhiran. 2). Ada prefiksasi dari 20 prefiks dari awalan negatif dan 18 prefiks dari awalan lain dengan berbagai makna. Kemudian akhiran dari 3 akhiran pembentukan verb, 58 akhiran pembentukan adverb, 99 akhiran pembentukan benda termasuk benda yang berasal dari kata kerja, kata benda yang berasal dari kata sifat dan kata benda yang berasal dari kata benda lainnya. Kemudian 101 akhiran pembentukan adjective termasuk kata sifat yang berasal dari kata benda dan kata sifat yang berasal dari kata kerja. Tidak ada Diminutive. 3) Ada afiks yang sebagian besar digunakan dalam teks bacaan dalam buku bahasa Inggris di kelas satu SMA dengan frekuensi terjadinya 12,70% untuk awalan dan 87,30% untuk akhiran atau 54 jenis afiksasi. Ada dominan Akhiran.

Berdasarkan penelitian, peneliti menyarankan beberapa saran, yaitu: 1) bagi guru, Mereka dapat menerapkan jenis afiksasi dengan memisahkan afiks jelas kepada siswa menguasai kosa kata, Jadi, penelitian ini digunakan sebagai acuan mereka untuk mengajar membaca . 2) bagi siswa, mereka harus belajar afiks karena dari itu dapat membuat makna baru yang dapat meningkatkan kosa kata mereka dan juga membantu siswa untuk mudah memahami arti dari kata asing dalam teks, terutama tentang afiksasi. 3) Bagi peneliti lain untuk melakukan penelitian lebih lanjut pada daerah yang sama dengan meningkatkan atau menggunakannya sebagai acuan untuk melakukan penelitian lebih lanjut terkait dengan jenis afiksasi di topik yang sama atau daerah. Penelitian ini sangat penting itu akan memberikan beberapa pengetahuan untuk peneliti dan mengetahui berbagai jenis afiksasi.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 6th , 2015

The writer

Arif Sugiarto

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