

CHAPTER II

REVIEW TO THE RELATED LITERATURE

This chapter discusses any literatures that have something to do with this research.

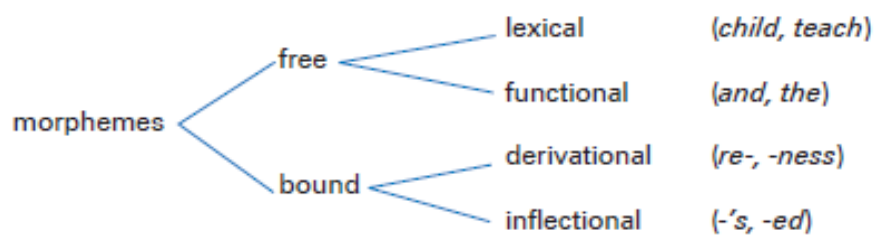
A. Morpheme

There is a morpheme that is also related to word. Words can consist of one or two morphemes. Morpheme is the object of morphology. Yule (2010:67) states “Morpheme is a minimal unit of meaning or grammatical function”. While Finegan (2004: 41) says, “Morphemes are the smallest meaningful elements in a word”.

There are two types of morphemes. According to Yule (2010:67) in *The Study of Language*, morphemes divides into two types. There are free morphemes, that is, morphemes that can stand by themselves as single words, for example, *open* and *tour*. There are also bound morphemes, which are those forms that cannot normally stand alone and are typically attached to another form, exemplified as *re-*, *-ist*, *-ed*, *-s*. When free morphemes are used with bound morphemes attached, the basic word forms are technically known as stems. The concept of morpheme differ from the concept word, as may morphemes cannot stand as words on their own. A morpheme is free if it can stand alone, or bound if it is used exclusively along side a free morpheme. Such as */-s/*, */-ly/*, */im- /*, */un-/* are called bound morpheme. English example: the word “*unbreakable*” has three morphemes “*un-*“

(meaning not X) a bound morpheme, “-break-“ a free morpheme and “-able”. “un-“ is also a prefix, “-able” is a suffix. Both are affixes. Yule (2006:63) in *The Study of Language* divides morphemes into two types, those are: a. Free Morphemes are morphemes that can stand by themselves as single words, for example open and tour; b. Bound Morpheme are morphemes that cannot stand alone and must be attached to another form, for example *-re*, *-ist*, *-ed*, *-s*. When free morphemes are used with bound morphemes attached, the basic word forms are technically known as stems.

There is a useful way to remember all these different types of morphemes in the following chart (Yule, 2010: 70).



Based on the statement above, the writer concludes that morpheme is the minimal meaningful unit of language that constructs words.

B. Affixes

Affixes can be defined as a closed class of grammatical elements within the word. Katamba (2005: 38) says that any morphemes that are appended to the root are called affixes. They are bound morpheme and cannot occur on their own. Only root morphemes can be free, so affixes are necessarily bound. The morphemes *-ful* and *-ness* of helpfulness cannot stand on their own. (Andrew, 2002: 20)

(Cambridge Advanced Learner's Dictionary, 3rd Edition) affix is a letter or group of letters which are added to the beginning or end of a word to make a new word. There are two kinds of morpheme in English; prefix and suffix. The affix added at the beginning of the root is known as prefix such as *dis-*, *un-*, *re-*, *im-* while that at the end of a word is suffix such as *-ous*, *-ful*, *-able* *-ing*.

Prefixes can be attached to any word class. Adams (2013:41) argues that prefixes are bound forms which attach initially to bases. Bases can be verbal, adjectival or nominal. Prefixed formations are often members of the same class as their bases, though verb-forming *de-*, *dis-* and *un-* can also be transpositional, attaching to nominal as well as to verbal bases, and there are many parasynthetic prefixed adjectives with noun bases like *multi-racial*, *non-governmental*, *anti-glare*, *non-stick*.

There are numerous prefixes, though comparatively few figure with any prominence in current and new formations in common use. Among those which form verbs and related participial adjectives and deverbal nouns are *de-*, *inter-*, *mis-*, *pre-*, *re-*, *un-*, and to a lesser extent *co-*, *cross-*, *sub-*, *super-*, *trans-*. Adjectives, and sometimes nouns, are prefixed by *a(n)-*, *anti-*, *bi-*, *counter-*, *dis-*, *ex-*, *extra-*, *hyper-*, *mono-*, *multi-*, *non-*, *post-*, *pro-*, *proto-*, *semi-*, *sub-*, *super-*, *trans-*, *ultra-*, *un-*. Many prefixes combine productively with stems to form adjectives and nouns which are largely confined to specialized scientific and technical registers. They include *ante-*, *circum-*, *cis-*, *demi-*, *di-*, *epi-*, *extra-*, *hyper-*, *hypo-*, *inter-*, *intra-*, *meta-*, *ortho-*, *para-*, *peri-*, *poly-*, *pre-*, *pro-*, *preter-*, *retro-*, *supra-*, *tri-*, *uni-*, *centi-*, *deca-*, *hecto-*, *kilo-*, *nano-*, *pico-*.

A letter or group of letters added at the end of a word to make a new word is suffixes. Fromkin (2011: 43) states that some morphemes occur only as suffixes, following other morphemes. English examples of suffix morphemes are *-ing* (*sleeping, eating, running, climbing*), *-er* (*singer, performer, reader*), *-ist* (*typist, pianist, novelist, linguist*), and *-ly* (*manly, sickly, friendly*), to mention only a few.

For some bound morphemes (affixes) it is difficult to be very precise about a meaning, beyond describing the function that the morpheme may have in forming new words (Jackson,2003: 9-10). For example, the suffix *-ness*, which is used widely for deriving nouns from adjectives (coldness, lateness, newness, suppleness) has, if any at all, the meaning, ‘the state or quality of being...’. A number of prefixes (dis-, in-, un-) have a general ‘negative’ meaning when added to adjectives or nouns (dishonest, disrepute, infertile, indecision, unhappy, unsafe) and a negative or ‘undo’ meaning when added to verbs (displease, disqualify, unfreeze, unravel).

Based on statements above, the writer concludes that affixes are bound morpheme which attached to a root or base or stem to expand such words. The further explanation about two kinds of affixes will be served below:

1. Derivational Affixes

In linguistic derivation is used to form new words. According Dr. Azad (2012) as cited Crystal (1991:9), derivation is the formation of lexemes by means of adding a derivational affix. The term is used in morphology to refer to one of the two categories of word formation (i.e

Derivation Morphology), the other being inflectional. These terms also apply to the two types of affixes involved in word formation, basically the result of a derivational process is a new word, for example :

nation —————> national

Derivation is the forming of new words by combining derivational affixes or bound bases with existing words. They are morpheme (an affix) by mean of which one word is formed (derived) from another. Fromkin (2003: 83), explain that: bound morphemes like *-ify* and *-cation* are called root morpheme or stem, a new word with a new meaning is derived. The addition of *-ify* to pure *-purify-* means “to make pure” and the addition of *-ation-* purification- means “the process of making pure”. The form that results the addition of a derivational morpheme is called a derived word. Brinton (2000: 78) classifies derivational affix in English is either a prefix or a suffix. Derivational prefixes such as number (mono, du, tri, quad), negative prefixes (il, im, un, non, anti), relationship prefixes (ambi, post, inter, trans).

The addition of a derivational affix to a root produces a new word with one or more of the following changes:

- a phonological change (including stress change): *reduce* > *reduction*, *clear* > *clarity*, *fuse* > *fusion*, *photograph* > *photography*, *drama* > *dramatize*, *relate* > *relation*, *permit* > *permissive*, *impress* > *impression*, *electric* > *electricity*, *include* > *inclusive*;
- an orthographic change to the root: *pity* > *pitiful*, *deny* > *denial*, *happy* > *happiness*;
- a semantic change, which may be fairly complex: *husband* > *husbandry*, *event* > *eventual*, *post* > *postage*, *recite* > *recital*; and/or
- a change in word class.

The process of forming new words by adding suffixes called derivational suffix. According Plag (2002: 109) there are four kinds of suffixes: nominal suffixes, verbal suffixes, adjectival affixes, and adverbial affixes.

1) Nominal Suffixes

The following are some types of nominal suffixes:

- | | |
|----------------|---|
| a) -age | <i>coverage, leakage, spillage</i> |
| b) -ance | <i>absorbance, riddance, retardance.</i> |
| c) -ce/-cy | <i>adequacy, animacy, intimacy</i> |
| d) -er | <i>teacher, singer, writer, Londoner, New Yorker</i> |
| e) -(e)ry | <i>bakery, brewery, fishery, pottery</i> |
| f) -ess | <i>princess, stewardess, lioness, tigress, waitress</i> |
| g) -ion/-ation | <i>personification, colonization</i> |
| h) -ity | <i>curiosity, productivity, profundity, solidity</i> |
| i) -ment, | <i>assessment, endorsement, involvement</i> |
| j) -ship | <i>apprenticeship, clerkship, friendship, membership,</i> |

2) Verbal Suffixes

The following are some types of verbal affixes:

- | | |
|---------|---------------------------------------|
| a) -ate | <i>fluorinate, methanate</i> |
| b) -en | <i>blacken, broaden, strengthen</i> |
| c) -ify | <i>humidify, solidify, purify</i> |
| d) -ize | <i>memorize, randomize, emphasize</i> |

3) Adjectival suffixes

The following are types of adjectival affixes:

- | | |
|----------------|--|
| a) -able/-ible | <i>breakable, fashionable, comprehensible, discernible</i> |
| b) -al | <i>accidental, colonial, cultural,</i> |
| c) -ary, | <i>complementary, evolutionary, fragmentary,</i> |
| d) -ed | <i>broad-minded, pig-headed, wooded</i> |
| e) -ful | <i>beautiful, insightful, forgetful</i> |
| f) -ing | <i>changing, boring</i> |
| g) -ish | <i>clearish, soonish, childish</i> |
| h) -ive | <i>passive, preventive, primitive, massive</i> |
| i) -ous/-eous | <i>curious, famous, ambiguous, homogeneous</i> |

4) Adverbial suffixes

The following are two kinds of Adverbial suffixes

- a) -ly *shortly, hardly, hotly*
 b) -wise *food-wise, lengthwise*

There are two kinds of derivational affixes. Finnegan (2008: 42) distinguishes certain bound morphemes change the category of the word to which they are attached, as with the underlined parts of these words: *doubtful*, *establishment*, *darken*, *frighten*, and *teacher* but sometimes not like prefixes (*mis*, *un*, *under*, *re*). They typically change the meaning of a word but not its lexical category, like in semantic classes of prefixes in English such as Time (*Pre*: prearrange, presuppose and *After*: aftershock, afterthought), Degree (*Super*: supersensitive, supersaturated and *Over*: overanxious, overconfident), Privation (*a*: amoral, apolitical and *un*: unlock, untie), Negation (*un*: unafraid, unsafe and *anti*: antisocial, antitrust). While Brinton (2000: 87) states that there are only three prefixes, which are no longer productive in English, systematically change the part of speech of the root:

<i>a-</i>	N/V > A	<i>ablaze, asleep, astir</i>
<i>be-</i>	N > V	<i>betoken, befriend, bedeck</i>
<i>en-</i>	A/N > V	<i>enlarge, ensure, encircle, encase, entrap</i>

He also (2000: 88) explains derivational suffixes in English as follows:

DERIVATIONAL SUFFIXES

(a) N > N

-hood	neighborhood, brotherhood, girlhood
-ship	championship, membership, kinship
-ism	idealism, patriotism, fanaticism

(b) V > N

-ment	arrangement, judgment, advancement
-er	worker, helper, leader
-(c)ation	legalization, simplification, taxation

(c) A > N

-dom	freedom, officialdom, Christendom
-ness	happiness, cleverness, bitterness
-ity	legality, purity, equality

(d) A/N > V

-ify	pacify, simplify, purify
-ize	prioritize, publicize, centralize

(e) N > A

-y	flowery, thirsty, bloody
-ous	poisonous, famous, glamorous
-ful	delightful, sinful, pitiful

(f) V > A

-ive	supportive, generative, assertive
-able	acceptable, livable, changeable
-ful	hopeful, thankful, useful

(g) A > A

-ish	greenish, fortyish, coldish
-ly	goodly, sickly, lonely

(h) A/N > Adv

-ward	homeward, eastward, downward
-ly	quickly, terribly, gradually
-way(s)	sideway(s), anyway(s), someway

Based on the statements above, the writer concludes that derivational affixes/morpheme is affixes that create new lexeme when attached to a root or base and may change the word class.

B. Inflectional Affixes

Some affixes when attached to the root or base do not change the part of speech of the root and they do not create a new word. They only have certain grammatical function. These affixes are usually called inflectional affixes.

Both derivational and inflectional morphemes are called affixes. When they are added to the beginning of a word or morpheme they are called prefixes, and when it is added to the end of a word or morpheme they are called suffixes. Booij (2007: 99) says that Inflection is the morphological marking of properties on a lexeme resulting in a number of forms for that lexeme, a set of grammatical words.

In similar case, Hatch and Brown (1995: 285) argues that inflectional endings give us information about the relation between words in sentences or utterances. In contrast to derivational morphemes, the number of inflections is small and they apply more regularly across a larger range of items. They are more regular and productive, yet language learners still struggle with them. Perhaps for that reason, they form the basis of most grammar based programs of language instruction.

English inflections for nouns include plural and possessive. The plural of boy is boys; the possessive of teacher is teacher's. The set of

inflections for verbs include present third person singular, past, progressive, perfective (drives, drove, driving, driven). Adjectives and adverbs are inflected for comparison (larger, largest; quicker, quickest). Natural gender marks John as masculine and Joanna as feminine, these nouns are referred to with the pronouns he and she. Pronouns are inflected for gender and case (he, him, his; she, her, hers; who, whose, whom).

Although it is true that inflectional morphology is much more regular than derivational morphology, there are irregular forms. We know that some nouns have irregular plurals (children, cherubim, alumnae) and some have a “zero” plurals morpheme (deer, sheep). Others involve change of vowels in the word stem (men, geese, mice).

This is in line with the theory of Brinton (2000: 84) that there are certain noun plurals are grammatically conditioned:

∅	fish, sheep, deer
vowel alternation	mice, lice, geese
-en	children, brethren, oxen
foreign plurals	
-a	phenomena, data, criteria
-i	stimuli, alumni
-ae	alumnae, formulae
-ices	indices, appendices
-es	bases, axes
-im	kibbutzim, cherubim

There are a larger number for irregular forms for verbs, especially for the past tense morpheme *-ed* (took, cut, went). The perfective forms may also vary but the two most common are *-ed* and *-en* (have walked, have eaten).

The comparative inflections are *-er* and *-est* (sooner, soonest; quicker, quickest), but the grammatical functions words *more* and *most* are used with longer adjectives and adverbs (*more*, *more intelligent*; *more*, *most sensibly*). If the word has two syllables, the choice depends on the word form. *Pretty* becomes *prettier*, not *more pretty*; *alert* becomes *more alert*, not *alerter*.

Inflections affixes have some rules when they attached to a base. Caramazza (1988: 26) says that inflections never change the syntactic category of the word to which they are applied whereas derivations may do so (e.g., *boy* → *boys*; *division* → *divisive*; inflectional and derivational, respectively); Rules of inflection are applied only after any rule of derivation may have been applied (e.g., *beauty* + *beautify* → *beautified*); Rules of the inflectional and derivational are sensitive to different properties of the base to which they are applied (e.g., syntactic category and semantic features).

Here are classifications of inflectional morphemes in English by Fromkin. He (2011:51) says that modern English has only eight bound inflectional affixes:

English Inflectional Morphemes Examples

-s	third-person singular present	She wait- s at home.
-ed	past tense	She wait- ed at home.
-ing	progressive	She is eat- ing the donut.
-en	past participle	Mary has eat- en the donuts.
-s	plural	She ate the donut- s .
-’s	possessive	Disa-’ s hair is short.
-er	comparative	Disa has short- er hair than Karin.
-est	superlative	Disa has the short- est hair.

There are differences between derivational and inflectional morpheme (Miller, 2002: 36). The addition of *-ish* does affect it; *tiger* is a noun but *tigerish* is an adjective. In dictionaries of English, *tigerish* and *tigers* are treated differently. *Tigerish* is listed as a separate lexical item, that is, it might be listed in the same entry as *tiger* but appear in bold and with a short explanation of its meaning; *tigers* has no entry at all, since the makers of dictionaries assume that users will know how to convert the singular form of a given noun to a plural form. Suffixes such as *-ish* that derive new lexical items are derivational suffixes; suffixes that express grammatical information, such as ‘plural’, are inflectional suffixes.

The following data show further characteristics by which the two classes of morphological processes, inflection vs. word-formation (derivation), can be distinguished. Plag (2002: 19) distinguishes the derivational processes are on the left, the inflectional ones on the right:

a. derivation

worker
useless
untruthfulness
interview
curiosity
passivize
Terrorism

b. inflection

(she) works
 (the) workers
 (is) colonializing
 (we) picked
 (the) children
 John's (house)
 Emily's (job)

As already indicated above, the most crucial difference is that inflectional morphemes encode grammatical categories such as plural (*workers*), person (*works*), tense (*picked*), or case (*John's*). These categories are relevant for the building of sentences and are referred to by the grammar. For example, there is a grammatical rule in English that

demands that a third person singular subject is followed by a verb that is also marked as third person singular. This is called subject-verb agreement, which is also relevant for plural marking in sentences (*The flowers are/*is wonderful*). The plural and person suffixes are therefore syntactically relevant, hence inflectional.

Based on the statements above the writer concludes that inflectional affixes are affixes which attached to words (mainly suffixes) that do not change the word class of the root or base or stem but they only have grammatical function.

C. Exception Suppletion

The term *suppletion* is typically used to refer to the phenomenon whereby regular semantic and/or grammatical relations are encoded by unpredictable formal patterns. Standard illustrations of suppletion in English include the forms of the verb *be*: *am, is, are, was, were, been*, the present and past tense forms of the verb *go*: *go, went* cf. *dance*: *danced*; the degrees of comparison of some adjectives, for instance *good*: *better*: *best* cf. *nice*: *nicer*: *nicest*.

Aronoff and Fudeman in <https://www.thoughtco.com/suppletion-words-1692163> explain that suppletion is said to take place when the syntax requires a form of a lexeme that is not morphologically predictable. In English, the paradigm for the verb *be* is characterized by suppletion. *Am, are, is, was, were, and be* have completely

different phonological shapes, and they are not predictable on the basis of the paradigms of other English verbs.

Another statement comes from Fromkin. Fromkin (2011: 58) argued that the morphological process that forms plural from singular nouns does not apply to words like *child*, *man*, *foot*, and *mouse*. These words are exceptions to the English inflectional rule of plural formation. Similarly, verbs like *go*, *sing*, *bring*, *run*, and *know* are exceptions to the inflectional rule for producing past tense verbs in English.

Based on statements above, it can be concluded that suppletion is the use of two or more phonetically distinct roots for different forms of the same word which unpredictable from their formal patterns.

D. Movie subtitle as literary work

Literary work is the aesthetic work which the function is to entertain, give emotional enjoyment and intellectual. Lia in Aryati (2014: 34) states that literary work can be viewed as a means of communication as works of art which has aesthetic purpose, of course has certain way to convey moral messages. Literary may give some information for reader in the form of reading. Therefore, the readers will get the knowledge such as moral values and some lessons that the works are taught through reading.

Literary work is expression of feeling, thought and an actions life which expressed through language. Therefore, by reading literary work especially a movie, the readers can increase their vocabulary and improve their mastery of grammar while they enjoy it. As one of literary works, the “This Is Us” movie gives some information for readers such as moral

values and some lessons connected with life. Through the “This Is Us” movie, the readers are hoped can take the lesson from moral messages through the story and character’s attitude or behavior.

Furthermore, in order to make the data to be more valid, the writer uses movie subtitle as the object of this study. One of the ways to translate the foreign film and television program is subtitling. Simanjuntak (2013:4) states that subtitling is textual versions of the dialogue which is not in films only, but also in television programs. Subtitling is very important in the film, because subtitling has given many contributions. They are usually displayed at the bottom of the screen. Through subtitling, the audience of the foreign film can enjoy the film by reading the translated text on the bottom of screen without ambiguous thinking. One might say that subtitling is more authentic, since it does not hide the original sound. As the major methods of translating films, subtitling involves the least interference with the original. In the other words, therefore, it contributes to experience the flavor of the foreign language. Subtitling is a way to translate the foreign film without tampering the original soundtrack and dialogues, as is the case in dubbing.

The similar definition comes from <http://www.merriam-webster.com/dictionary/subtitle>, that subtitle are words that appear on the screen during a movie, video, or television show and that are translations of what the actors are saying. It involves daily conversation which different with the conversation in literature. By *subtitles* we mean the words printed over a film either in a foreign or the

same language to mention what is being said by the actors. And by *captions* we mean the words printed above or below a picture in a book or newspaper or on a television screen to explain what the picture is showing.

It is easier to study English through movie subtitle. English movies can motivate some students to learn vocabularies and understand English better. As King (2002) states “films provide more pedagogical options and are a rich resource of intrinsically motivating materials for learners”.

When students are exposed to movies, they can learn some words and phrases used L2/TL in the movies and by using subtitled movies, students can learn how to pronounce many words, and also help them to acquire new vocabulary and idioms. The use of subtitled movies may be effective to improve the reading and listening comprehension, word recognition and vocabulary acquisition of students.

Watching subtitled movies may result in acquiring various types of language properties, in addition to word meanings, one may learn the situations in which these words may be used. There may also be improvement in the ability to discern separate words in the flow of spoken language, word pronunciation, and proficiency in constructing correct sentences.

From the explanation above, the conclusion can be drawn is that movie subtitle is a literary work. It can help the student to study English easier.

E. The One Direction “This Is Us” Movie

1. **One Direction:** This Is Us is a 2013 British-American 3-D concert film centering on British-Irish group One Direction. It opened in the United Kingdom on 29 August 2013, followed a day later in the United States. The movie shows many clips and songs of One Direction.

The film was released on The film was released in the United Kingdom on 29 August 2013, and was rolled out internationally on 30 August 2013 with a majority of markets being reached by the end of September 2013.

2. **The Synopsis of *One Direction: This Is Us***

The film is about the lives of the five members of the boy band, One Direction. One Direction was first put into a group on the X Factor in 2010. This Is Us contains live concert footage from One Direction's 'Take Me Home' tour at London's O2 Arena, and footage from their lives pre- and post-X Factor appearance, and gives insight into the preparation for their concerts and ultimately what it is like to be One Direction.

3. **The audiences’ comments about *One Direction: This Is Us***

This Is Us has received mixed reviews prior to release, currently holding a 64% rating on Rotten Tomatoes based on 85 reviews. The site commented that "It's mostly for the converted, but One Direction: This Is Us will be fun for fans -- and it offers just enough slickly edited concert footage to entertain the casual viewer.” and a 49/100 rating on Metacritic, signifying "mixed or average reviews"

The first review is a positive review. The film garnering a 79% audience approval rating on Rotten Tomatoes. Viewers who saw the film on the opening Thursday, gave the average grade of A, according to market research firm CinemaScore. The audience was 87% female, and 65% under the age of 17. It was felt by A.A. Dowd. Over all his review is giving positive comment about the movie from the message to the audience. From the side of the language, below is A.A. Dowd positive review:

"For the most part, though, *This Is Us* plays like a victory lap for its adolescent stars, five best friends surprisingly aware that their fame and fortune won't last forever. More delusional is the agreed-upon conclusion that the band wouldn't succeed if it was missing even a single one of its largely interchangeable members. Who do these kids think they are, The Beatles? Actually, Spurlock makes that connection more than once—first by noting that One Direction has conquered the world even faster than its Liverpool predecessors, second by casting the new British invaders in a loose *A Hard Day's Night* homage." Chicago Sun-Times's Bill Zwecker felt "My major issue with *One Direction*."

The second review is a negative review. It was come from The Telegraph, Robbie Collin felt:

"*This Is Us* has been made with these fans in mind, and there's nothing like a guaranteed profit to stifle creativity. This isn't a problem peculiar to manufactured pop, either: there is a Morrissey concert film coming out later this week that makes *One Direction: This Is Us* look like Martin Scorsese's *The Last Waltz*." The New York Times also gave it a negative review, Miriam Bale felt "With a group so evidently versed in the visuals of rock history, it's a shame that a filmmaker wasn't hired who would pay homage to classic pop films instead of offering a satisfactory paid promotional. In the end credits — Richard Lester-style scenes of the boys in costumes doing pranks — we see how this film might have been more successful: as an obvious fiction starring these appealing personalities rather than a tame and somewhat fake documentary."

F. Previous Studies

This research is relevant with some previous studies as following bellow:

First, it was by Fitriani (2011). In her research “The Study of Derivational Words Used in Argumentative Texts in “THE NEW YORK TIMES”. The researcher tries to identify the types and the pattern of derivational words used in argumentative text in “THE NEW YORK TIMES”. It was found that there are 872 patterns of derivational words in class-changing and 96 patterns of derivational words in class-maintaining.

Next, the research came from Aryati (2014). In her research “Analysis of Derivational Affixes in The Land Of Five Towers Novel by A. Fuadi translated by Angie Kilbane.” Department of English, Muria Kudus University. The research focuses on analysis of derivational affixes found in the novel entitle The Land of Five Towers by A. Fuadi translated by Angie Kilbane. Then she classifies them based on the part of speech. There are 199 (adjective), 188 (noun), 266 (verb)

And the last was research by Sugiarto (2015). He wrote a skripsi “Types of Affixation Found in Reading Textbooks for The First Grade of Senior High Schools in Tulungagung”, Department of English, IAIN Tulungagung Types of each affixation (derivational affixes) found in Reading Textbooks for The First Grade of Senior High Schools in Tulungagung. Based on this research, the writer found two kinds of affixes with the frequency of occurrence 12.70 % for prefix and 87.30 % for suffix or fifty four types of affixation. There is dominant of suffixes.