

**THE STUDY OF MORPHEMES USED IN NATIONAL  
EXAMINATION'S READING COMPREHENSION TEXTS**

**THESIS**

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THE STATE ISLAMIC UNIVERSITY OF MALANG**

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EXAMINATION'S READING COMPREHENSION TEXTS**

**THESIS**

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By

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## APPROVAL SHEET

This is to certify that Sarjana's thesis of Ni'ma Afia entitled *The Study of Morphemes Used in National Examination's Reading comprehension Texts* has been approved by the thesis advisor for further approval by the Broad Examiners

Malang, June 26<sup>th</sup>, 2008

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| The Board Examiner |                 | Signatures |
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MOTTO

العلم النافع هو العلم الذي يقربك إلى الله

*The beneficial knowledge is the one which enables you  
to be close to Allah*

*(Syiroju Tholibin*

## DEDICATION

*This thesis is dedicated to:*

*My honorable and beloved*

*Father & Mother*

*My honorable teachers*

*My sweetest Sisters and brothers*

*All of My Friends supporting me*

*in every single time*

*Specially for my beloved husband*

*Thanks for everything you all*

*have been giving to me*

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1. Her honorable and beloved father and mother who have been giving her great desire, support and motivation both materials and spiritual, so she is able to finish her thesis.
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4. The head of English Language and Letters Department, Dra. Hj. Syafiyah, MA.

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Finally, the researcher truly realizes that this thesis still needs constructive criticism and suggestions from the readers in order to make it perfect and hopefully it can be useful, especially for the English Letters students. The last, the researcher prays to Allah SWT, May this thesis is useful and may Allah bless us. Amin.

Malang, June , 2008

The Writer



## ABSTRACT

Afia, Ni'ma. 2008. *The Study of Morphemes Used in National Examination's Reading Comprehension Texts* Thesis, English Language and Letters Department, Faculty of Humanities and Culture, The State Islamic University of Malang. Advisor: Galuh Nur Rohmah, M.Pd. M.Ed  
Key words: Morphology, bound morphemes, National Examination, Reading text.

National examination is a part of educational process in Indonesia. This activity is aimed for all of the students in elementary school, junior high school and senior high school. The purpose of this activity is to evaluate the result of the educational process.

There are many lessons which are tested in this case including English. English as one of the lessons which is tested consists of listening and reading section. The questions are dominated by the reading text. If we see the reading texts and they consist of affixation, therefore, we may say that they apply the linguistic function of language. Because of the reason above, the writer is interested in making a study on morphological aspect focused on bound morphemes used in National Examination's reading comprehension texts

Based on the explanation above, the problems can be formulated as follows: (1) What kinds of bound morphemes are used in National Examination's reading comprehension texts? (2) How bound morphemes are used in National examination's reading comprehension texts?

Based on the problems above, the objectives can be formulated as follows: (1) to describe the English bound morphemes are used in National Examination's reading comprehension texts (2) to describe how bound morphemes are used in National Examination's reading comprehension texts.

To answer those problems, the writer adopts theoretical perspective about morphology, morphemes and affixes. Methodologically, the writer uses a descriptive qualitative research. The writer is the main instrument. The techniques of data collection were reading, understanding, selecting by classifying the data dealing with the problems and analyzing the data according to the main problems. The data analysis was done by presenting and describing the data referring to the writer's point of view and some references, the last drawing and conclusion.

The result of this study shows that the kinds of morphemes are used in National Examination's reading comprehension texts are: inflectional suffix / -ed, -s (plural), -s (third singular plural), -'s (possessive), -er, -est, -ing and -en/. Derivational prefix /re-, dis-, a-, and in-/ derivational suffix /-ion, -er, or, -ly, -ment, -al, -ed, -ful, -ive, -ty, -y, -ist, -ity, -ing, -an, and -ancy/ beside that the writer find both prefix and suffix (circumfixes) such as; /multi- + -al, Multi- + -al, + -ism, inter- + -al/.

Finally, the writer hopes that this thesis will be useful for other writers and this study should be continued by others from other point of views and aspects, with more complete analysis, especially in morphemes.

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# **CHAPTER I**

## **INTRODUCTION**

This section includes background of the study, research problems, objectives of the study, significance of the study, scope and limitation of the study, and definition of the key terms. Each of the items is discussed clearly as follows.

### **1.1 Background of the Study**

Language is a social phenomenon: it is a means of communication between individuals (Boey, 1975: 3). It also brings them into relationship with their environment. Language, therefore, socially learned behavior, a skill that is acquired as we grow up in society. It is a very important means of communication in the social interaction. Through language, human being is able to express ideas, opinions, suggestions, and actions. Language itself has linguistic and literary aspects. Linguistic aspects include morphology, phonology, syntax, semantics, and sociolinguistic. On the other side, poetry, prose, and drama are branches of the literary aspects of language.

Morphology as one of the branches of linguistic aspects gives many contributions to the wide range of linguistic studies. Part of knowing a language is knowing its morphology (Fromkin, 2003: 76). It means that the knowledge of language implies knowledge of its morphology. While Morphology itself is the study of internal structure of word, and the study of the rules by which words are

formed. The study of morphemes and their arrangement in forming word is called Morphology (Nida, 1982:1).

Related with Morphology, words are an important part of linguistic knowledge and constitute a component of our mental grammar (Fromkin, 2003: 69). We can learn many of words in a language. Without words, we would be unable to convey, to express our thought through language. Because every word in every language is sometimes composed of one or more morphemes, so we must understand well about morpheme.

Morpheme is the smallest unit of language that carries meaning or serves the grammatical function (Finnegan, 2004: 579). Morpheme is the smallest meaningful unit (Plag, 2003: 20). For example the word *unhappy* = not happy, disagree= not agree. Maker=someone who make. It is really important to study because morpheme combine to form words and words combine to form larger units; phrases and sentence.

Morphemes are categorized into two classes: free morphemes and bound morphemes (Matthews, 1986: 59). A free morpheme can stand alone as an independent word such as the word *tree, give, happy, very*. A bound morpheme cannot stand-alone but must be attached to another morpheme. Both derivational and inflectional morphemes are bound forms and are called affixes. Derivational morphemes which use to derive words are either prefix or suffix. Some common prefix (added to the beginning of a stem) in English are *re, dis-, un, Im, in, pre, and act*. While common suffix (added to the end of stem) in English are *-ly-, -ness, y, er, ity, ation, full, able, and ment*. Nevertheless, in English, the

inflectional morphemes are all suffixes. There are only eight of them in English such as: *-s*, *-ed*, *-ing*, *-en*, *-s-*, *-'s-*, *-er-*, and *-est*.

In language use, morphemes are often found in language communication either spoken or written language. We can find the spoken language in our daily conversation, speech, and dialog. While, written language, we can find it in narration text, magazine, newspaper and others reading texts.

In this study, the writer takes the National Examination's reading comprehension text as the object of the research, because UN (National Examination) is a part of the educational process in Indonesia. The education department judges that National Examination is needed to evaluate the result of the education process. This activity aimed for all of the students from each level of education begin from the elementary level, junior high school, and the senior high school. English is one of the lessons, which are tested in the National Examination. There are listening and reading sections on the National Examination's English question. And most of them are dominated with the reading text.

This study is very important to be discussed because to master a language, a knowledge we need to understand the small unit of language. It is called word. Allah SWT teaches our prophet Adam A.s the first time is the name of things (words). He also chooses Adam than angles as the leader in the world because of Adam A.S knew and understood well the name of things. As Allah said in the holly Qur'an S.Q al-Baqaroh: 31;

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ

صَادِقِينَ ﴿٣١﴾

*He taught Adam all the names of everything; then presented them to the angels, and said: "Tell me the names of these if you are so truthful." They said: "Glory be to you: we have no knowledge except whatever you have taught us. You are the Aware, the Wise!" He said: 'Adam, tell them their names' (Q.S Al-Baqaroh: 31)*

The verse above explains that Allah teaches our prophet Adam A.S the names of everything. Syaikh Abdurrahman says in his book *Tafsir As-Sa'di* that Allah teaches Adam the name of things and whatever is named with its named. It means that Allah teaches Adam the words and the meaning of the words start from the little one until the big one (2007: 102). And Syaikh Shafiyyurrahman in *Tafsir ibnu kasir* says that beside Allah teaches the names of things, He also teaches the characteristic and the function of things (2007: 206).

Based on the explanation above, we can say that Allah teaches Adam A.S the first aspect is words. It means that teach him the name of things, the characteristic of the thing and the function of it. Beside it, Adam A.s is taught the name of things to show that Adam A.S deserves to be a leader in the world because he knows the name of things around him.

The other side, this study is necessary to be discussed because to understand the reading text comprehensively, the reader, especially the students have to know the words form and the meaning of each word. However, it is inefficient if we look for the meaning of each word at the dictionary. While, in reading texts we have to meet many words either the difficult word, unfamiliar word or complex word.

Unfamiliar words and also the difficult words mostly become the big problem for the readers of the English text. And the writer also often faced this

problem in reading and comprehending the reading text. Djwandono (2002:1) says that the big problem that is frequently faced by the readers when they read the English texts and learn English is unfamiliar words and difficult words. therefore, to minimize those problems, by identifying the words of the texts used morpheme theory is expected can help to solve it. From this case, the writer is interested in analyzing the morphemes focusing on bound morphemes used in National Examination's reading comprehension texts.

The previous researchers who have studied about this topic are Muhammad Ihsan (2005), who conducted his study on *Morphological Analysis on Banjar language used in South Kalimantan*. In his study he analyzed morphology which was focused on the characteristics of morphology terms like affixation, reduplication and compound used in Banjar language in South Kalimantan. And Wedia Destariana (2006) who investigated *A Morphological Analysis on Affixation used in a Song of Songs Holly Bible*. She focused her study on word formation used in A Song of Song Holly Bille. But, here the writer explains that this study is originally different from the others, because in this study the writer analyzes morphemes focused on bound morphemes used in National Examination's Reading Comprehension Texts.

By conducting this study under the title “**The Study of Morphemes Used in National Examination's Reading Comprehension texts**”, the writer expects that the result of this thesis is useful for the readers and other researchers who are interested in morphemes, especially for the students of UIN Malang in studying and developing their ability and knowledge morphemes.



## **1.2 Research Problems**

In this study the writer wants to answer the following problems:

1. What kinds of bound morpheme are used in National Examination's reading comprehension texts?
2. How bound morphemes are used in National Examination's reading comprehension texts?

## **1.3 Objectives of the Study**

Based on the problems above, the objectives can be formulated as follows:

1. To describe the English bound morphemes used on National Examination's reading comprehension texts.
2. To describe how bound morphemes are used on National Examination's reading comprehension texts.

## **1.4 Scope and Limitation**

In this study, the writer intends to discuss morphological aspect of the language. Morpheme as the part of morphology has two types. Free morpheme and bound morphemes. As the writer's capability in this knowledge, this study focuses on the bound morpheme (derivational morpheme and inflectional morpheme) used in National Examination's Reading Comprehension Texts of senior high school. Those are taken from the academic year 2004-2007.

### **1.5 Significance of the Study**

Based on the writer's opinion, this study is significant to conduct due to the following considerations:

1. This research is aimed at enriching the theoretical framework for linguistic studies. Especially, those, which are related to the topic of, bound morphemes.
2. It expected to be a reference and alternative information for the student at UIN Malang who are interested in learning morphological aspect especially on Bound Morphemes.
3. The result of this study is expected to be able to help the teacher and the students at Senior High School to know morphemes which are used in National examination's reading comprehension text. And it is useful for the teacher as additional materials for the teacher as addition material for teaching as linguistic aspect of language.

### **1.6 Definition at the Key Terms**

1. Morphology is the study of morphemes and their arrangements in forming words.
2. A bound morpheme is morphemes which cannot normally stand alone, but which are typically attached to another form. Bound morpheme is categorized becomes two parts; they are inflection and derivation. Inflectional morpheme is a morpheme that creates variant forms of a word to mark its syntactic function in a sentence. Example: the suffix *-s* in *speaks* marks the verb as agreeing with a third-person singular.

Derivational morpheme is a morpheme that serves to derive a word of one class or meaning from a word of another class or meaning. Example: -

*MENT* in *agreement* derives the noun from the verb.

3. UN is National Examination. Requires the students at each level to judge something against a standard national. In this examination the students asked to get good great. The great of the national examination which must be gotten is 5, 25 on an average. And the value of each lesson have to get 4, 25 on an average, include English.
4. Reading text is the text which consists of a message that the author is trying to convey it.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the literature that related to this study. They include linguistics, morphology, morpheme, types of morphemes (that involve free morpheme, bound morpheme), and affixation.

#### **2.1. Linguistics**

Linguistics is the scientific study of language (Boey, 1975: 3). It is the science which attempts to understand language from the point of view of its internal structure. Suerparno in his book *Dasar-dasar linguistik umum* (2002: 21) says that "linguistic adalah disiplin ilmu yang mempelajari bahasa secara umum". Linguistics also can be defined as the systematic inquiry into human language (Finegan, 2004: 24).

Based on the definition about linguistics above, it can be understood that the purpose of linguistics is to explain and to describe language. And the explanation depends on some dissociation from the immediacy of experience. We also know that linguistics studies about human language and endeavors to describe the language into the point of view of the structure.

Linguistics it self includes two parts they are; macro linguistic and micro linguistic (Soeparno, 2002: 21).

##### **A. Macro linguistic**

Djoko Kentjono (1982: 11) says that:

Macrolinguistik adalah bidang linguistic yang mempelajari bahasa dalam hubungannya dengan factor-faktor di luar bahasa; termasuk di dalamnya bidang interdisipliner dan bidang terapan.

Also Soeparno (2003, 22) says that:

Macrolinguistik adalah lingkup linguistic yang mempelajari bahasa dalam kaitannya dengan dunia luar bahasa, yang berhubungan dengan ilmu dan bagaimana penerapannya dalam kehidupan sehari-hari.

From the definition above we can said that macro linguistic is the linguistic part which studies language from outside of language and applied linguistic. It consists of interdisciplinary linguistic and applied linguistic (Soeparno, 2003, 22)

#### A. Micro linguistic

Soeparno (2002: 21) says that:

Mikro linguistik adalah lingkup linguistic yang mempelajari bahasa dalam rangka kepentingan ilmu bahasa itu sendiri, tanpa mengaitkan dengan ilmu lain dan tanpa memikirkan bagaimana penerapan ilmu tersebut dalam kehidupan sehari-hari.

Djoko Kentjono (1982, 11) says that:

Mikro linguistik adalah bidang linguistic yang mempelajari bahasa dari dalamnya; dengan perkataan lain, mempelajari struktur bahasa itu sendiri.

Based on the definition above we can conclude that micro linguistic is linguistic part which studies language from the inside language \_ the structure of its language. While, micro linguistic consists of theory linguistic, historical linguistic, comparative linguistic, and descriptive linguistic.

In this study the writer want to study linguistics that is focused on descriptive linguistic, especially in its morphology side. Sueparno (2003, 24) says that "linguistic descriptive adalah supdisiplin linguistic yang menelaah bahasa berdasarkan kenyataan yang ada pada saat di telaah". He also says that descriptive linguistics is subdivided into four parts. They are phonology, morphology, syntax, and semantic.

## **2.2. Morphology**

Morphology is essentially the grammar of words and deals with the forms of words (Frank, 1984:99). Sueparno in his book *Dasar-dasar Linguistic Umum* (2002: 24) says that "Morphology adalah supdisiplin linguistic yang menelaah bentuk, proses, dan prosede pembentukan kata". (Nida, 1982; 1) Morphology is the study of morphemes and their arrangements in forming words. And (Widdowson, 1996:129) says that morphology is the study of the structure of word; of how morphemes operate in the process of derivation and inflection.

From the definition above we can say that a convenient starting point on morphology is word. It is the study of manner in which word are formed. More precisely, it is concerned with the identification of morphemes, the arrangements that take place in various grammatical contractions.

## **2.3 Morpheme**

There are many various definition of morpheme given by the linguists;

Fromkin in *an Introduction to language* has simple definition about morpheme as the linguistic term for the most elemental unit of grammatical form (2003: 76). Edward Finegan in *a Language Its Structure and Use* says that the meaningful elements in a word are called morphemes (2004: 47). George Yule in *the study of language (An Introduction)* defines morpheme as a minimal unit of meaning or grammatical function (1996:63). H.G Widdowson in his book *Linguistics* says that morpheme is an abstract element of meaning, which may be free in that it takes the form of independent word, or bound in that it is incorporated into a word as a dependent part (1996:129).

To make better understanding about morpheme, the writer identifies the definitions with some example. We say that the word *true* is morpheme; *untrue* consists of two morphemes. One minimal unit of meaning is *true*; another minimal unit of meaning is *un-* (meaning 'not'). The word *books* also contain two morphemes. They are one minimal unit of meaning *book* and a minimal unit of grammatical function *-s* (indicating plural).

Based on the explanation of morpheme above, we can say that morpheme is the smallest functioning unit of meaning or grammatical function in the composition of words.

## 2.4 Type of Morphemes

Linguists divide morphemes into two types; they are free morpheme (include lexical and functional) and bound morpheme (include derivational and inflectional). For further explanations, the writer would like to describe it as follows:

### 2.4.1 Free morpheme

Boy in his book *An Introduction to Linguistics for the Language Teacher* says that free morpheme sometimes called a "stem" or "base" is one which can meaningfully occur alone, e.g. *book, pencil, elephant, love, give, happy, very* (1975:38). Yule in *the Study of Language (An introduction)* says that morpheme which can stand by themselves as single words called free morpheme. E.g. *open, speak, give, ect* (1996: 63)

In addition, she also described free morphemes into two categories. The first category is that set of ordinary nouns, adjectives and verbs are called **lexical**

**morphemes** and some examples are: boy, man, house, tiger, sad, long, red, opens, look. The other categories of free morphemes are called **functional morphemes**. Examples are: *and, but, when, because, on, near, above, in, the, that, it*. This set consists largely of the functional words in the language such as conjunctions, prepositions, articles and pronoun.

#### 2.4.2 Bound morpheme

Bound morpheme is a morpheme that can not stand alone as a word.

Examples: -MENT (as in establishment), -ER (painter), and 'PLURAL' (Zebras) (Finegan, 2004: 47). Elson in his book Morphology and syntax says that morpheme which never occur alone are called bound morpheme (1987:7).

Yule in *the Study of Language (An introduction)* says that bound morpheme is morphemes which can not normally stand alone, but which are typically attached to another form. E.g. *re-, ist, -ed, -s* (1996:63).

Bound morphemes are classified as derivational morpheme and inflectional according to the effect they produce on the base.

##### A. Derivational morpheme

Derivational morpheme is a morpheme that serves to derive a word of one class or meaning. Example: suffix /-ment/ derives the **noun** *establishments* from the **verb** *establish*, and /re-/ in the word *repaint* alters the meaning of the **verb** *paint* = 'to paint again'.

Fromkin (1984: 120) defines that derivational morpheme is a morpheme in English that changes the category, or grammatical class of words. Yule (1987: 61)



says that derivational morphemes are used to make new words in the language and are often used to make words of a different grammatical category from stem.

From the definition above the writer conclude that derivational morpheme is a morpheme that changes part of speech of the word to which it is added. The addition, a list of derivational morpheme includes suffix, prefix.

A suffix is a group of letter at the end of a word which changes the word's meaning and often its part of speech (Elizabeth Walber, 2005: 1562). Here is a list of the most common suffixes, they are;

- **-age** changes a verb into a noun meaning, 'the action described by the verb or the result of the that action' e.g. *marry-marriage*
- **-al** changes a noun into an adjective meaning, relating to culture e.g. *culture-cultural, nation-national*, and change a verb into a noun meaning ' the action described by the verb, e.g. remove – removal.
- **-an** makes a noun meaning ' a person who dose something, e.g. *politician, historian* or makes an adjective meaning ' belonging somewhere' e.g. *American*
- **-ance, -ence, -ancy, -ency** makes a noun meaning ' an action, state, or quality', e.g. *Performance, independence, preference*.
- **-ee** changes a verb into a noun meaning, e.g. *employ-employee, interview-interviewee*.
- **-er, -or** verb into noun meaning ' the person or thing that does the activity' e.g. *dance-dancer, cook-cooker*.
- **-ful** changes noun into an adjective meaning ' having a particular quality' e.g. *beauty- beautiful, power-powerful*.

- **Hood** derivatives express concepts such as state (as in *adulthood*, *childhood*, *motherhood*), and collectivity (as in *beggarhood*, *Christianhood*).
- **-ing** makes an adjective meaning 'making someone feel something' e.g. *interest- interesting*.
- **-ation, ion** changes the verb into noun meaning 'the result of the action described by the verb or the result of the action' e.g. *explain-explanation*, *educate- education*.
- **-ist** makes noun meaning 'a person who does a particular activity' e.g. *novelist, artist*.
- **-ment** changes a verb into a noun meaning 'the action or the process described by the verb, or its result' e.g. *develop- development*.
- **-ness** changes an adjective into a noun meaning the quality or condition described by the adjective, e.g. *sweet-sweetness, happy-happiness*.
- **-Ship** makes a noun showing involvement between people, e.g. *friendship, relationship*.
- **-ity** words belonging to this morphological category are noun denoting qualities, states, or properties, e.g. *productivity, curiosity*.
- **-ism** forming abstract noun from other nouns and adjectives 'derivatives belonging to this category denote the related concepts state, condition, attitude, system of belief or theory e.g. *Marxism, revisionism* (Plag, 2003: 86). :
- **-ate** in makes the a verb form e.g. *passion + -ate = passionate*

- **-en** change an adjective into a verb meaning 'to become or make something become' e.g. *strengthen, lengthen, fat – fatten*.
- **-ify and -ize** are polysemous suffixes, which can express a whole range of related concepts such as locative, ornative, e.g. *hospitalize, trustify* (Plag, 2003:92).
- **-able** changes a verb into an adjective meaning 'able to be' e.g. *avoidable, likeable*.
- **-ed** makes an adjective meaning, 'having this thing or quality', e.g. *colored, surprised*.
- **-ical** changes a noun ending in -y or -ics into an adjective meaning 'relating to' *history-historical, politics-political*.
- **-ing** make an adjective meaning 'making someone feels something' e.g. *surprise-surprising, bored- boring*
- **-ish** makes an adjective meaning e.g. *a grayish color, a smallish house* or typical of or similar to e.g. *a childish*.
- **-less** changes a noun into an adjective meaning 'without' e.g. *a meaningless statement, a hopeless situation*.
- **-ly** changes a noun into an adjective meaning like that person or thing, e.g. *mother-motherly, father-fatherly*, changes an adjective into an adverb describing the way that something is done, e.g. *slow- slowly*, and makes adjective and adverb meaning 'happening every day, night, week' e.g. *daily newspaper*.
- **-ous** changes a noun into an adjective meaning 'having that quality' *ambition-ambitious*. (Plag, 2003: 94).

- **-Wise** changes a noun into an adverb meaning 'relating to this subject' e.g. *weather- wise, how are we doing the time wise?*
- **-ive** changes a verb into an adjective meaning 'having particular quality or effect' *attract – attractive, create – creative.*
- **- Ology makes** a noun meaning 'the study of something' e.g. *sociology* (the study of society), *psychology* (the study of the mind).

On the other hand of suffixes is a prefix. Prefix is a group of letter at the beginning of word which changes the word's meaning (Elizabeth, 2005: 1562). The prefix of English can be classified semantically into the following groups they are;

**1. There is a large group that quantify over their base word' meaning,**

For example;' One' (*uni-, unilateral, uniform*), 'twice' or 'two' (*bi-, bilateral, bilingual*), 'many' (*multi-, multi-lateral*), 'half' (*semi-, semi-conscious, semi-desert*), 'all' (*omni-, omnipresent*), 'small' (*micro-, microwave*), 'large' (*macro-, macro- economics*), 'to excess' (*hyper-, hyperactive, hypermarket* and *over-, overestimate*), 'not sufficiently' (*under-, underpay*) (Plag, 2003: 98).

**2. There are numerous locative prefixes,**

Such as; Circum-'around' (*circumnavigate*), counter-'against' (*counterbalance*), inter' *between'* (*interbreed*), intra-'inside'(intra-*venous*) (Plag, 2003: 98).

**3. There are temporal prefixes expressing nations**

Like' before'(ante-, pre-, and fore-) as in *antedate, predetermine, and foresee*, 'after' (post-, postmodern, post modify), 'new' (neo-, neoclassical, neo-latin) (Plag, 2003: 98).

#### 4. A fourth group consists of prefixes expressing negation

They are; a- 'without' (*asexual-without sex*), anti-, 'opposed to or against' (*anti-war, anti-capitalistic*), dis-'not' (*dishonest*), in-, il-, im-, ir-, 'not incorrect' (*illegal, impossible, irregular*), mis-'not or badly' (*mispronounce, misreport*), un-' not' (*unhappy*) (Plag, 2003: 99)

#### B. Inflectional morpheme

(Yule, 1996:64) says that the second set of bound morphemes contains what are called inflectional morphemes. These are not used to produce new words in English language, but rather to indicate aspects of grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form.

(Fromkin, 2003:100) says that inflectional morphemes never change the syntactic category of words or morphemes to which they are attached. From the definition above we can say that inflectional morpheme never change the part of speech of the word to which they are attached.

At the present stage of English history, they are a total of eight bound inflectional suffixes, they are;

| English Inflectional morpheme           | examples                            |
|---|-------------------------------------|
| <b>-s</b> third-person singular present | She wait- <b>s</b> at home.         |
| <b>-ed</b> past tense                   | She wait- <b>ed</b> at home.        |
| <b>-ing</b> progressive                 | She is eat- <b>ing</b> the apple.   |
| <b>-en</b> past participle              | Mary has eat- <b>en</b> the donuts. |

|             |             |   |
|-------------|-------------|---|
| <b>-s</b>   | plural      | He ate the apple- <b>s</b>                |
| <b>-'s</b>  | possessive  | Disa' <b>s</b> hair is short.             |
| <b>-er</b>  | comparative | Disa has short- <b>er</b> hair than Lely. |
| <b>-est</b> | superlative | Disa has the short- <b>est</b> hair.      |

In English, all the inflectional morphemes are suffixes

Noun + -s, -es

Verb + -s, -ing, -ed, -en.

Adjective + -est, -er

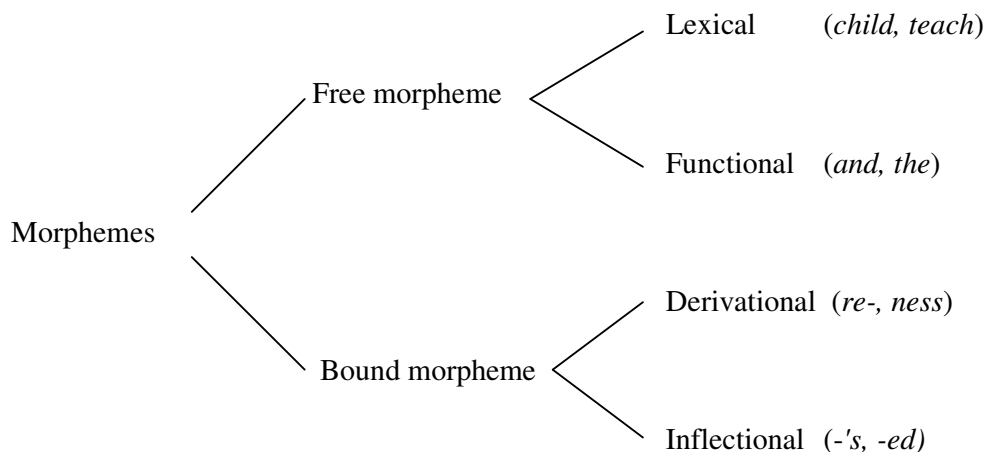
There is some variation in the form of these inflectional morphemes. For example, the possessive sometimes appears as *-s'* (*those boys' bags*) and the past participle as *-ed* (*they have finished*) (Yule, 1996: 65).

To simplify the difference between derivational and inflectional morphemes, the following table also illustrates those differences with the characteristics below:

| <b>Inflectional morphemes</b>  | <b>Derivational morpheme</b>  |
|--|---|
| 1. Does not change the meaning or part of speech, e.g. <i>big</i> and <i>bigger</i> are adjective.<br>2. It typically indicates syntactic or semantic relations between different words in sentence, e.g. the present tense form <i>-s</i> as in | 1. Change the meaning or part of speech, e.g. verb form <i>judge</i> into noun form <i>judgment</i><br>2. It typically indicates semantic relation within the word, e.g. the morpheme <i>-ful</i> has no particular connection with any other morpheme beyond the word <i>painful</i> . |

|   |   |
|---|---|
| <p><i>waits.</i></p> <p>3. It typically occur which all member of some large class of morphemes, e.g. the plural morpheme <i>-s</i> as in <i>bags</i></p> <p>4. It typically occurs at the margin of words, e.g. the plural morpheme <i>-s</i> always come last in ward, as in <i>baby sisters.</i></p> | <p>3. It typically occurs with only some members of a class of morpheme, e.g. the suffix <b>-hood</b> occurs with just a few nouns such as <i>motherhood. Fatherhood.</i> But not with most others, e.g. <i>friend, daughter.</i></p> <p>4. It typically occurs before inflectional suffixes, e.g. in <i>chillier</i>, the derivational suffix <i>-y</i> come before the inflectional <i>-er.</i></p> |
|---|---|

While to know and understand those different categories, (Yule, 1996:66) described about inflectional and derivational morphemes as follow chart.



Both derivational and inflectional affixes may be used to define word classes (part of speech). For example, bases that can combine with *er* and *est* (to express comparison) or with *ness* are adjectives, e.g. *tall, kind, happy, and smooth*; and bases that can occur with "past tense" affixes are verbs, e.g. *walk, jump, cook and dance*. English derivational affixes may be either prefixes (*dislike, behead, unknown*) or suffixes (*judgment, sweetly, creator*). English inflectional affixes, on the other hand, tend to be suffixes, e.g. *Tom's, walked, glasses, talking*.

Bound morphemes may be classified as affixes, which are subdivided in to prefixes, suffixes, and infixes, according to the way they combined with the base and stem (Boey, 1975:38).

### **2.4.3 Affixes**

Affixes that are, prefixes, suffixes, infixes, and circumfixes are bound morpheme. Prefixes occur before, suffixes after, infixes in the middle of, and circumfixes around stem and roots. (fromkin, 2003, 107).

Affixes are the addition of bound forms to stems (Nida, 1982: 2)

Affixes are bound morpheme that occurs attached to root or stem morpheme. Less common in the word's language are infixes (inserted within the root or stem) and circumfixes (a part of which is attached at each end of the root or stem).

From the definition above we can say that affixes are the addition of bound forms to stems that occur before, within, after or each of the root and stem. There are four kinds, suffixes, prefixes, and infixes and circumfixes.



## A. Suffixes

Suffix is an affix which is attached to the end of words, e.g. *cooker, likeness* (Widdowson, 1996:131). Suffixes are the other forms added to the end of the word (Yule, 1981: 91). Suffixes occur after other morphemes (Fromkin, 2003: 78)

From the definitions above the writer concludes that suffixes are affix forms that occur after a word. For example; kind (*ness*), angri(*ly*), judge (*ment*), teach(*er*)

## B. Prefixes

Prefixes are an affix which attached to the beginning of a word, e.g. *untie* (Widdowson, 1996:129). Prefixes occur before other morphemes (Fromkin, 2003: 78). Prefixes occur before the base (Boey, 1975:38).

From the definitions above, the writer conclude that prefixes are affix forms that occur before a word. For example; (*un*)tidy, (*pre*)school, (*dis*)like.

## C. Infixes

Infixes occur in the middle of base. English has no infixes (Boey, 1975: 38). Infixes are a morpheme inserted within another morpheme (Finegan, 2004: 50). Infixes are morphemes that are inserted into other morphemes.

Based on the definition above we can conclude that infixes are the morpheme which is in the middle of the stem.

Some language has infix but not in English. Tagalong (spoken in Philippines) has infixing. For example, the word *gulay* meaning 'greenish

vegetable' can take the infix –in-, creating the word *ginulay*. Meaning 'greenish blue'.

A bontoc, spoken in philippines, is such a language as illustrated by the following:

| <b>Noun/Adjectives</b> |          | <b>verbs</b> |                |
|------------------------|----------|--------------|----------------|
| Fikas                  | "strong" | fumikas      | "to be strong" |
| Kilad                  | "red"    | kumilat      | "to be red"    |
| Fusul                  | "enemy"  | fumusul      | "to be enemy"  |

In this language, the infix –um- is inserted after the first consonant of the noun or adjective. The most common infix in American is the word fuckin and all the euphemisms for it, such as *friggin*, *freakin*, *flippin*, and *fuggir* as in *in-fuggin-ceadible*, *un-fuckin-believeable*, or *kalama-flippin-zoo*, based on the city in Michingan. While the common infix in British is *bloody*, an obsceneterm in British English, and in its euphemisms, such as *bloomin*. In the movie and stage musical *my fair lady*, *abso+bloomin+lutely* occurs in one of the songs sung by Eliza Doolittle.

But In English, infixes are commonly replacement, not additions. They occur in few noun plurals. Like the –ee- in *geese*, replace the –oo- of *goose*, and more often in the past tense and past participles of verbs, like the –o- of *chose* and *chosen* replacing the –oo- of *choosen*.

#### **D. Circumfixes**

Some language combine a prefix and suffix into a circumfix; a morpheme that occurs in two part, one on each side of stem (Fenegan,

2004, 50). Circumfixes is morphemes that are attached to another morpheme both initially and finally for example; *un + believ (e) + - able = unbelievable, inter + nation + - al = national*. These are sometimes called discontinuous morpheme (Fromkin, 2003:80).

An example of a more familiar circumfixing language is German. The past participle of regular verbs is formed by adding the prefix *ge-* and the suffix *-t* to the verb root. This circumfix added to the verb root *lieb* "love" produces *geliebt*, "loved" (or "beloved," when used as an adjective).

Inflectional morphemes in English typically follow derivational morphemes, for example; the derivational (*-er*) is attached the word *teach*, then the inflectional (*-s*) is added to produce *teachers*.

#### **2.4.4 Exception and Suppletions**

There are no regular rules to determine the plural forms of exceptional nouns like *child/ children, man/ men. Sheep/ sheep, criterion/ criteria*; so also there no regular rules to specify the past tense of the verbs like *sing/ sang or bring/ brought*.

The irregular forms, then, must be listed separately in our mental dictionaries, as suppletive forms. When a new word enters the language it is the regular inflectional rules that apply. The plural of *bic* is *bics*.

The past tense of the verb *hit*, as in the sentence *yesterday john hit the roof*, and the plural of the noun *sheep*, as in *the sheep are in the meadow*, show that some morphemes seem to have no morphological shape at all. We know that *hit* in the above sentence is *hit + past* because of the time adverb *yesterday*, and we know that *sheep* is the phonetic form of *sheep + plural* because of plural verb

*are*. The grammarians suggested that some morphemes have a **zero –form**; they have no phonological representation. In our view, however, because we would like to hold to the definition of morpheme as a constant sound-meaning form, we will suggest that the morpheme *hit* is marked as both present and past in the dictionary, and the morpheme *sheep* is marked as both singular and plural.

#### **2.4.4 Previous Study**

Actually the previous researchers have already conducted the study in the same field, such as Widya Desrtiana (2006) the student of College of foreign language (STIBA) Malang who conducts her study on analyzing affixation used in Song of Songs Holly Bible. In her analysis of Song of Song Holly Bible, she found that the words formation of Song of Song Bible used three kinds of affixation they are prefixes, suffixes, but there are no infixes. Those affixes are; prefix re- and en-, suffix –s, -es, -ness, ing, -less, -ly, -ed, -est, -ful, -en, -r, -ence, -ance, -ment, besides that there are both prefix and suffix are used they are up-+-ed, and out-+-ing, un-+ -ing. She also explains the kind of affixations; there derivational and inflectional affixes. There are many inflectional suffixes used in these poems. It is caused by the characteristics of inflection which come last in the word and go with any stem of given part of speech. On the other hand she found derivational prefixes, derivational suffixes, and mix of prefixes and suffixes.

Muhammad Ihsan (2005) the student of the State Islamic University of Malang (UIN) investigated a morphological analysis on Banjar Language used in South Kalimantan. In this study she identified the characteristics of those morphology terms and the morphological process of them. The morphological

terms like affixation, reduplication, and compound in Banjar language. Those terms make a new derivational or inflectional word. In this research, he also describes morphological process namely combining those morphological terms mentioned with the part of speech in order to form a new word and new meaning.

## **BAB III**

### **RESEARCH METHOD**

This chapter presents research design, subjects of the study, source of the data, research instrument, data collection, and data analysis.

#### **3.1 Research Design**

There are two kinds of research approaches, namely qualitative and quantitative (Rahardjo, 2001: 13). There are two characteristics of descriptive qualitative research; firstly, the study called qualitative because it has natural setting, human as an instrument, the research data is analyzed inductively (finding and collecting the data, identifying the data, classifying the data, describing the data, and drawing the general conclusion), and more focused on the process than result. Secondly, it is called descriptive because it describes the data descriptively (Moleong, 2005: 4). In this case the writer collected, identified, classified, described the data of bound morphemes which commonly used in National examination' reading comprehension text.

In this study, the writer considered to take descriptive qualitative method because the study focused on the description and explanation of the phenomenon being studied. This study describes morphological term concerning bound morpheme which contain of inflectional and derivational morphemes that usually can be found in National examination's reading comprehension text. And this study tends to be qualitative because the data mostly use of words rather than number or not statistically analyzed.

### **3.2 Data Sources**

The data source in this research is the reading comprehension text taken from National examination's question at senior high school started from the academic year 2004/2005-2006/2007. And the data of this research are the words which contained of affixes.

### **3.3 Research Instrument**

Research instrument is very important to obtain the result of the study. It is a set of methods, which is used to collect the data. The key or main instrument of this study is the writer herself. She spends a great deal of her time to read and try to understand the reading text. She also tried to analyze the morphemes used on the reading text. The writer is as the key instrument because she has ability and capability to collect the data and analyze them. As Susan Stainback (1988: 15) said that "the researcher is often the primary instrument employed to gather the data".

### **3.4 Data Collection**

To collect the data of this study, textual observation is used, while the subject of this study is National Examination question focused only on reading comprehension text. The data are collected by these following steps: first, collecting National examination questions published at academic year 2004/2005-2006/2007. Second, reading carefully and understanding deeply the National Examination's reading comprehension text to comprehend the text and the idea. Third, selecting the data that refers to the problems of the study by classifying the words that match to the problems of the study.

### **3.5 Data analysis**

Having found the data of National examination's reading comprehension texts, the writer started analyzing the data by using the theory of bound morphemes, as presented in chapter II. In analyzing them, she used some steps, they are; identifying the words on National Examination' reading comprehension texts, classifying the words on National Examination' reading comprehension texts based on the bound morphemes theory, describing the process of bound morphemes used in National Examination' reading comprehension texts , drawing conclusion based on the results of the analysis.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents the data presentation which consists of the data about the kinds of affixes and the process of affixes used in reading comprehension text. After the data had been presented, the general discussion of the data obtained will be presented in the last part of this chapter.

#### 4.1 Finding

In this finding part, the writer presented the kinds of affixes and the process of affixes used in National Examination's reading comprehension text, the further presentation as follows.

##### 4.1.1 Kind of Affixes and the Process of Affixation

###### Text 1

*"Multicultural education of Indonesia in Surabaya" is proud to present Ms. Jane batubara, a well-known educator and researcher in multiculturalism. She was appointed principal of jasmine international school in 1999, and since then she has conducted many studies on multiculturalism in formal education. Ms. Batubara will be in Surabaya on 1<sup>st</sup> and 2<sup>nd</sup> of August 2005 to talk on "Multicultural education for the Youth."*

*During the talk, the participants will be provided with information on how to:*

*A. obtain a wholly approach to multicultural education*

*B. teach the youth to appreciate differences*

*Registration for the talk is free*

*Please call Rina at (031) 715632 for seat reservation.*

In text three we can see the kind of affixes as follows;

###### Inflectional

- (a) She was appointed principal of jasmine **international** school in 1999.
- (b) She has conducted many studies on **multiculturalism** in formal education.
- (c) The participants will be provided with information
- (d) She has conducted many studies on multiculturalism in formal education.
- (e) The participants will be provided with information.
- (f) Teach the youth to appreciate differences

From these sentences, we can see that suffix *-ed* in *appointed, conducted, provided* are indicated as past participle, the suffix *-ed* which attached to those word do not change the meaning and the grammatical category, While, the suffix *-s, -es* that attached to singular noun indicates plural as in *studies, participants, differences*.

### **Derivational**

- (a) "Multicultural **education** of Indonesia in Surabaya" is proud to present Ms. Jane batubara, a well-known educator and researcher in multiculturalism.
- b) The participants will be provided with **information**
- (c) **Registration** for the talk is free.
- (d) Please call Rina at (031) 715632 for seat **reservation**.

In these sentences, we find suffix *-ion*. It changes a verb into a noun meaning as the result of action as *ion* in education, information, registration, reservation. (a, b, c, d).

- (f) "Multicultural education of Indonesia in Surabaya" is proud to present Ms. Jane batubara, a well-known **educator** and researcher in multiculturalism.
- (g) Multicultural education of Indonesia in Surabaya" is proud to present Ms. Jane batubara, a well-known educator and **researcher** in multiculturalism.

In these sentences (f, g) we find suffix *-er, -or*. They change a verb into a noun indicating the person who does activity. The orthographic variant *-or* occurs mainly with Latinate bases ending in /s/ or /t/ such as; **educator, researcher**.

- (h) Teach the youth to appreciate **differences**

The word *differences* in this sentence contains the suffix *-ence*, it makes a noun meaning as 'quality'. Inflectional morpheme in English typically follows derivational morphemes as the word *differences* is added the suffix *-s* indicating plural.

- (i) Obtain a **wholly** approach to **multicultural** education.

The word *wholly* (*adv*) is derived of the word *whole* (*adj*). The suffix *-ly* in *wholly* here change an adjective into an adverb meaning, it is describing the way that something is done.

In (a, b, and i) sentences we find the words *multicultural*, *multiculturalism*, *and international*. These words contains of more than one affixes, it is inserted before and after the stem (circumfixes) as follows;

First is the word *international*. This word is derived from the word *nation*. It contains of more than one morpheme they are suffix *-al* creates an adjective by attaching to *nation* (*n*) become *national*(*adj*) and the prefix *inter-* has the meaning 'between or among ' combine with the derived adjective formed adjective meaning as "international" means "between nation".

Second, the word *Multicultural* derives from the word *culture*. It contains of more than one morpheme they are suffix *-al* creates an adjective by attaching to *culture* become *cultural* and the prefix *multi-* has the meaning 'many' combine with the derived adjective formed adjective meaning "multicultural" mean 'many culture'.

Third is the word *multiculturalism*. This word contains of prefix and two suffixes, they are:

*Prefix      Stem      prefix    prefix*

*Multi- + culture + -al + -ism*

The suffix *ism* combined to the other noun and adjective indicating 'concept' such as multiculturalism mean 'the concept of culture'

## **Text 2**

*Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parent had died.*

*One day she heard her uncle and aunt talking about leaving Snow white in the castle because they both wanted to go to America and they didn't have money to take Snow white with them.*

*Snow white didn't want her uncle and her aunt to do this so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered. So, she went inside and fell asleep.*

*Meanwhile the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. Doc, one of the dwarfs asked: "What is your name?" Snow White answered, "My name is Snow White."*

*The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you." Then snow white told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.*

In text two here, we find kind of affixes, they are;

### **Inflectional**

- (a) Once upon a time there lived a little girl named snow white.
- (b) They both wanted to go to America
- (c) She decided to run away.
- (d) She knocked but no one answered.
- (e) One of the dwarfs asked
- (f) One day she heard her uncle
- (g) The next day she ran away from home
- (h) She saw the dwarfs
- (j) She went inside and fell asleep
- (i) There they found Snow White sleeping
- (j) Then Snow White woke up
- (k) Then snow white told the dwarfs
- (l) The dwarfs said
- (m) Her parent had died

From some sentences above, we see there are two kinds of past verb form.

In regular form, the suffix *-ed* combines with the verb in the present tense indicate past meaning as in *lived, named, wanted, decided, knocked, answered, and asked*.

While, for irregular forms are exceptional forms. There are no rules of them but they must be listed separately in our mental dictionaries as suppletive form. For example; *hear + past = heard, run + past = run, see + past = saw, go + past =*

*went, feel +past =fell, find +past= found, wake + past woke, tell +past =told, and say + past =said.* To know that the verb is past tense we can detect it from the time signal which is used.

- (a) One day she heard her uncle and aunt talking about leaving Snow white
- (b) Her aunt and uncle were having breakfast.
- (c) The seven dwarfs were coming home from work.
- (d) There they found Snow White sleeping.

From these examples, we can see that the suffix *-ing* is attached to verb.

This inflectional is indicating 'the progressive meaning'.

- (a) She ran away into the woods.
- (b) Snow White and the seven dwarfs lived happily ever after.

The words *wood* and *dwarf* above are followed by suffix *-s* which shows the plural meaning. The suffix *-s* as the mark of plural meaning always combined in the noun form as in *wood + -s*, and *dwarf + -s* mean 'many wood, many dwarfs'.

- (a) Her parent had died.

In this sentence, the suffix *-ed* in the word *died* is not past form but it indicates 'participle' form. And it is included the variant of inflectional morpheme.

### **Derivational**

- (a) Snow White and the seven dwarfs lived happily ever after.

The word *happily* (*adv*) is derived of the word *happy* (*adj*). The suffix *-ly* in *happily* here changes an adjective into an adverb meaning, it is describing the way that something is done.

- (a) She was very tired and hungry

The suffix *-ed* in the word *tired* makes adjective meaning from the verb form *tire* (*v*) + *-ed* = *tired* (*adj*) mean 'having this thing or quality',

### Text 3

*Before the fall of the Berlin wall, East Berlin was like the rest of East Germany- drab and depressed. Today it is a different story. There are over 40 major construction projects underway and investments in new construction are expected to exceed \$20 billion. There are over 40 major construction projects underway and investments in new construction are expected to exceed \$20 billion. Part of this boom can be attributed to the fact that the national government of Germany will move to Berlin. The city will once again be Germany's leading city and a gateway to the expanding markets in Poland, Czech Republic, and other countries east the German border.*

This text contains of affixes as follows;

#### Inflectional

(a) Investments in new construction are **expected**.

(b) Part of this boom can be **attributed** to the fact.

Both *expected* and *attributed* in these sentences are as participle. But it included in variation form of inflectional morpheme because that required by the syntactic rules of the language to signal 'tense'

(a) There are over 40 major construction **projects** underway and **investments** in new contraction are expected to exceed \$20 billion.

(b) The city will once again be Germany's leading city and a gateway to the expanding **markets** in Poland.

(c) The city will once again be Germany's leading city and a gateway to the expanding markets in Poland, Czech Republic, and other **countries** east the German border.

(d) The city will once again be **Germany's** leading city

From the sentences above, we find that there are two kinds of suffix –s in the end of the words. First, like in a, b, c, and the suffix –s here has function as the sign of plural formation because it follows noun form. While the next –'s has function as possessive form as the word *Germany's leading* has the same mean of *leading of Germany*.

## Derivational

- (a) The city will once again be Germany's **leading** city and a gateway to the **expanding** markets in Poland.

The suffix *-ing* primarily forms present participle, but it can also be used as adjective in attribute position, and as noun. The suffix *-ing* in the word *leading*, and *expanding* indicates adjective meaning. Those derive from the word lead (v) + -ing = leading (adj), expand (v) + -ing = expanding (adj).

- (b) There are over 40 major **construction** projects underway and investments in new construction are expected to exceed \$20 billion.

In these sentences, we find suffix *-ion*. It changes a verb into a noun meaning as 'the result of action construct' as in *construct* (v) + -ion = *construction* (n).

- (a) There are over 40 major construction projects underway and **investments** in new construction are expected to exceed \$20 billion
- (b) Part of this boom can be attributed to the fact that the national **government** of Germany will move to Berlin.

In this example we find the suffix *-ment*. This suffix changes a verb into a noun meaning denoting process or result from verb. For example the word *govern* (v) + -ment = *government*, *invest* (v) + -ment = *investment* (n) mean 'the result of govern', 'the result of invest'. Therefore, the suffix *-s* which combines in the derived word *investments* indicates plural meaning.

- (a) Part of this boom can be attributed to the fact that the **national** government of Germany will move to Berlin.

The suffix *-al* in the word *national* forms adjective meaning from noun, for example; the word *nation* (v) + -al becomes *national*(adj) means *the whole of nation*

- (a) As in; before the fall of the Berlin wall, East Berlin was like the rest of East Germany- drab and **depressed**.

The suffix –ed in the word *depressed* derives adjective meaning 'having this thing or quality'. The majority of derives are based on compound or phrase as in; *Germany- depressed*.

#### **Text 4**

##### ***The Good Stepmother***

*The old witch locked Hansel in cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.*

*Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. 'I must find them, ' she said and set off into the forest.*

*Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.*

*'Children, I have come to save you,' she said, hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!*

This text contains kind of affixes as follows;

#### **Inflectional**

- (a) The old witch **locked** Hansel in cage.
- (b) She **planned** to eat them both.
- (c) Each night the children **cried** and **begged** the witch to let them go.
- (d) The stepmother **peeped** through the window.
- (e) They **returned** to their home
- (f) They **lived** happily ever after
- (g) She **picked** up the broom leaning against the door and **crept** inside
- (h) Her heart cried out when she **saw** the two children
- (i) The old witch locked Hansel in cage and **set** Gretel to clean the house
- (j) She **came** to the cottage belonging to witch.
- (k) The stepmother **gave** her an almighty push



From some sentences above, we can see that there are two kinds of past verb form. In regular form, the suffix *-ed* combines with the verb in the present tense indicate past meaning as in *locked, planned, cried, begged, peeped, returned, lived, picked*. While, for irregular forms are exceptional forms. There are no rules of them but they must be listed separately in our mental dictionaries as suppletive form. For example; *creep + past = crept, see + past = saw, sit+ past =sat, come+ past = came, give +past =gave*. To know that the verb is past tense we can detect it from the time signal used,

- (a) Their stepmother was **beginning** to wish she had never tried to get rid of the children.
- (b) The witch was **putting** some stew in the oven when the stepmother gave her an almighty push.
- (c) When her feet were tired from **walking**

From these examples, we can see that the suffix *-ing* is attached to verb.

This inflectional is indicating 'the progressive meaning'.

- (a) Many **hours** later,
- (b) Her **lips** were dry from thirst,
- (c) Her heart cried out when she saw the two **children**.
- (d) When her **feet** were tired from walking

The suffix *-s* in the word *hours, lips* indicates plural meaning because the suffix *-s* is combined with noun. For the word *children and feet* are exception to plural formation. There are no regular rules to determine it. We can know that the word *children* is plural because of the word *two* and *feet* because of the plural verb form *were*.

### **Derivational**

- (a) Snow White and the seven dwarfs lived **happily** ever after.
- (b) 'She said, hugging them **tightly**.

The word *happily* (*adv*) is derived of the word *happy* (*adj*). The suffix *-ly* in *happily* here changes an adjective into an adverb meaning, it describes the way that something is done, and the word *tightly* is too.

(a) I have done a **dreadful** thing.

The other suffix we can find is the suffix *-ful*. It changes a noun into adjective meaning. The general meaning '*having particular quality*' and is typically attached to abstract noun. As in; *dread* (*n*) + *-ful*= *dreadful* (*adj*) = very bad.

(a) Her feet were **tired** from walking.

The suffix *-ed* in the word *tired* is not suffix as past or participle function, but its function makes adjective meaning '*having this thing or quality*'.

## Text 5

*Sumatra elephant's habitat is Sumatra, Indonesia. The average male elephant reaches eight feet high and weighs up to six tons. A baby elephant can weigh up to one ton. The males are always larger than the females. They are massive creatures.*

*An elephant has a trunk, two tusks, two eyes, two ears and two lumps on its head. It is known to be a clever animal. When an elephant is hot, it fans itself by flapping their ears back and forth. When an elephant herd wants to move, they use their ears as a guide. Their hearing range is very large. Elephants hear some noises that can not be heard by the human ear.*

*Sumatra elephants have enough strength to knock down a tree. They can also pick up a log using their trunk and their tusks. Their trunk is their nose. They also use it like a hand. Just below their trunk, they have their tusks. Only male Sumatra elephants have tusks. A baby elephant is called a calf; the females are called cows.*

This text contains of affixes as follow;

## Inflectional

(a) The average male elephant reaches eight feet high and weighs up to six **tons**.

(b) The **males** are always larger than the **females**

- (c) They are massive creatures
- (d) An elephant has a trunk, two tusks, two eyes, two ears and two lumps on its head.
- (e) Elephants hear some noises that can not be heard by the human ear.
- (f) The females are called cows
- (g) The average male elephant reaches eight feet high

From the examples above we find the words that indicate the plural meaning, such as; *tons, males, females, tusks, eyes, ears, lump, noises, and cows*. The suffix *-s* which is combined in the end of the words becomes a sign of plural. Except the word *feet*, it is impossible if the suffix *-s* combine to the word *feet* to get plural meaning because *feet* are the exception to plural formation form *foot*.

- (a) The average male elephant reaches eight feet high and weighs up to six tons
- (b) When an elephant herd wants to move,
- (c) It fans it self by flapping their ears back and forth.

The *-s* at the end of the verb above is an agreement maker, it signifies that the subject of the verb is 'third person singular', and the verb is in the present tense.

- (a) Sumatra elephant's habitat is Sumatra, Indonesia.

The next *-s* in this sentence has function as possessive form as the word *elephant's habitat* has the same mean of the habitat of elephant.

- (a) The females are called cows.
- (b) It is known to be a clever animal

Both *called* and *known* are 'participle'. We can know that they indicate participle because of the suffix *-ed* that combine in the word *call*, while, the word *known* in that sentence is also participle. It is derived from the word *know* and it is the exception to the participle formation.

- (a) The males are always larger than the females

The *-er* at the end of *larger* indicates comparative degree the process is the suffix *-er* attached to adjective, as *large + -er = larger*

## Text 6

### **Rain**

*Rain always comes from clouds. But where do clouds come from? How does all the water get into the sky?*

*Think about your bathroom. There is hot water in your bath. Steam goes up from the hot water. The steam makes small clouds in the bathroom. These warm clouds meet the cold walls and windows. Then we see small drops of water on the walls and windows.*

*The world is like your bathroom. The water in the oceans is warm when the sun shines on it. Some of this water goes up into the sky and makes clouds. The wind carries the clouds for hundreds of kilometers. The clouds meet the cold air in the sky. Then we'll see drops of water after the condensation of clouds to water. The drops of water are rain.*

*The rain falls and runs into rivers. Rivers run into oceans. And the water from the oceans changes into clouds and becomes rain. So water is always moving from oceans to clouds to rain to rivers to oceans.*

In this text contains of kind of affixes as follow;

### **Inflectional**

- (a) Rain always **comes** from clouds
- (b) Steam **goes** up from the hot water.
- (c) The steam **makes** small clouds in the bathroom
- (d) The sun **shines** on it
- (e) The wind **carries** the clouds for hundreds of kilometers
- (f) The rain **falls** and **runs** into rivers
- (g) The water from the oceans **changes** into clouds and **becomes** rain.

The *-s* at the end of the verbs above are 'an agreement maker', it signifies that the subject of the verb is 'third person singular', and the verb is in the present tense.

- (a) Rain always comes from **clouds**
- (b) These warm clouds meet the cold **walls** and **windows**.

- (c) The water in the oceans is warm
- (d) The wind carries the clouds for hundreds of kilometers Falls
- (e) The rain falls and runs into rivers

The words *cloud, wall, window, oceans, hundreds, kilometers, rivers* above are followed by suffix –s which show the plural meaning. The suffix –s as the mark of plural meaning always combined in the noun form.

- (a) Water is always moving from oceans to clouds to rain to rivers to oceans.

From this example, we can see that the suffix –ing is attached to verb. This inflectional is indicating 'the progressive meaning'.

- (a) We'll see drops of water after the condensation of clouds to water

In these sentences, we find suffix –ion. It changes a verb into a noun meaning as the result of action as *ion* in *condensation*

### **Text 7**

*Death penalty for serious criminals has been discussed by our experts. Those who agree say that death penalty will scare the criminals off. However, those who disagree say that it is inhuman, not effective and we cannot correct the wrong sentence after the criminals die.*

*In Switzerland, this penalty does not exist. Most people argue that the possibility of making the wrong decision is always there although it is true that spending life behind the bars is not easy either. Also, every person should have a chance for rehabilitation. In this way he or she can start all over again in another life style.*

*Those who agree argue that there is no use to feed the terrorists in prison with their money. When they get out, they will create a lot of trouble by blackmailing and killing people. So, who says that jails will stop them from being bad guys?*

*My own opinion is divided. On the one hand, I want to be humane, and on the other hand, I wonder if those people are worthy of my feeling.*

This text contains of affixes as follow;

## Inflectional

- (a) Death penalty for serious criminals has been **discussed** by our experts
- (b) My own opinion is **divided**

Both *discussed* and *divided* in these sentences are as participle. But it is included in variation form of inflectional morpheme because that required by the syntactic rules of the language to signal 'tense'

- (a) Death penalty for serious criminals has been discussed by our **experts**
- (b) Spending life behind the **bars** is not easy either
- (c) is no use to feed the **terrorists** in prison with their money.
- (d) We cannot correct the wrong sentence after the **criminals** die.
- (e) So, who says that **jails** will stop them from being bad **guys**?

The words *experts*, *bars*, *criminals*, *guys*, *jails* above are followed by suffix *-s* which shows the plural meaning. The suffix *-s* as the mark of plural meaning always combined in the noun form.

- (a) So, who **says** that jails will stop them from being bad guys?

The *-s* at the end of the verbs above are 'an agreement maker', it signifies that the subject of the verb is 'third person singular', and that the verb is in the present tense.

## Derivational

- (a) Death penalty for serious **criminals** has been discussed by our experts

From this sentence we find the word *criminals*. The suffix *-al* in the word *criminals* forms adjective meaning from noun, for example; Crime (n) + *-al* = criminal (adj), and then the suffix *-s* is combined in the derived word *criminal* indicating plural meaning.

- (a) Not **effective** and we cannot correct the wrong

In this sentence, we find the word *effective*. The suffix *-ive* at the end of this word changes a verb into an adjective meaning, e.g. effect (v) + ive =effective (adj) mean 'having particular quality'.

- (a) Death **penalty** for serious criminals has been discussed by our experts  
(b) **Worthy** I wonder if those people are worthy of my feeling

*Penalty* is derived from the word penal (adj) + -ty = penalty (n). The *-ty* which combine in the word penal form a noun meaning. While, the *-y* in the word *worthy* changes a noun into adjective meaning e.g. *worth* (n) + -y = *worthy* (adj)

- (a) There is no use to feed the **terrorists** in prison with their money

From this sentence we find the word *terrorists*. The *-ist* at the end of the word terrorist forms a noun meaning indicating 'person who does a particular activity'. Then the suffix *-s* combines in derived word *terrorist* indicating plural. E.g. *terror* (v) + *-ist* + *-s* = *terrorists* (n) = *people who make terror*.

- (a) I wonder if those people are worthy of my **feeling**

The *-ing* at the word *feeling* is the suffix which follows verb and changes the verb becomes noun meaning forms present participle as noun.

- (a) Most people argue that the **possibility** of making the wrong decision is always there although it is true.

Word belonging to this morphological category are noun denoting qualities, states or properties usually derived from adjective for example; The

suffix /-ity/ which is combined in the word *possible* (adj) changes the meaning, it becomes *possibility* (n) mean 'denoting properties, qualities.

(a) Also, every person should have a chance for **rehabilitation**.

(a) Most people argue that the possibility of making the wrong **decision** is always there although it is true.

In these sentences, we find suffix *-ion* in the words *rehabilitation* and *decision*. The suffix *-ion* here changes a verb into a noun meaning as the result of the process. These words derived from the word *rehabilitate* + *ion* = *rehabilitation*, and the word *decide* (v) + *ion* = *decision* (n)

(a) However, those who **disagree** say that it is **inhuman**, not effective and we cannot correct the wrong sentence after the criminals die.

In his sentence we see there are two prefixes. They are prefix *-dis* which follows the word *agree* (v) = *disagree* (v) with the meaning 'not' while, the prefix *-in* in the word *human* indicates negative meaning 'not' as *inhuman* = *not human*

## Text 8

*Jakarta (JP). The number of people injured in the weekend earthquake in the central Sulawesi capital of Palu reached 26. The earthquake, measuring 5, 8 in the opened Richter scale, also damaged or destroyed hundreds of buildings. So far no deaths have been reported.*

*"Only 3 of the 26 injured are still being treated at a government clinic. In the Sausu Trans village, the rest have returned home, "Muhammad Haerollah, an official of the central Sulawesi office of the ministry of social services, told the Jakarta post yesterday.*

*Officials at the meteorology and geo-physics office in Palu, at a depth of 32 kilometers. The office recorded 396 tremors between 5.30 p.m. on Saturday and 12.00 a.m. on Sunday. However, locals felt 47 of the tremors.*

*Antara News agency reported on Saturday that most of the casualties were adults, Antara News agency reported on Saturday injured by collapsing structures. The agency also said that victims were mainly residents of the Sausu, Suli, Torono, and Malakosa village.*



This text contain of affixes as follows;

### **Inflectional**

- (a) The number of people **injured** in the weekend earthquake in the central Sulawesi capital of Palu **reached** 26.
- (b) The earthquake, measuring 5, 8 in the opened Richter scale, also **damaged** or **destroyed** hundreds of buildings Reported
- (c) The office **recorded** 396 tremors between
- (d) The agency also **said** that victims were mainly residents of the Sausu, Suli, Torono, and Malakosa village.

From some sentences above, we can see that there are two kinds of past verb form. In regular form, the suffix *-ed* combines with the verb in the present tense indicate past meaning as in, *injured, reached, damaged, destroyed, recorded, said*. While, for irregular forms are exceptional forms. There are no rules of it but they must be listed separately in our mental dictionaries as suppletive form. For example; *say + past = said*. To know that the verb is past tense we can detect it from the time signal used.

- (a) "Only 3 of the 26 injured are still being **treated** at a government clinic
- (b) In the Sausu Trans village, the rest have **returned** home,

Both *treated* and *returned* in these sentences are indicated as participle because the suffix *-ed* which attached to the end of these words and it is required by the syntactic rules of the language to signal 'tense'.

- (a) The earthquake, measuring 5, 8 in the opened Richter scale, also damaged or destroyed hundreds of **buildings**
- (b) So far no **deaths** have been reported.
- (c) Muhammad Haerollah, an official of the central Sulawesi office of the ministry of social **services**,
- (d) **Officials** at the meteorology and geo-physics office in Palu, at a depth of 32 **kilometers**.
- (e) However, **locals** felt 47 of the **tremors**.

- (f) Antara News agency reported on Saturday
- (g) Most of the causalities were adults,
- (h) Antara News agency reported on Saturday injured by collapsing structures.
- (i) The agency also said that victims were mainly residents of the Sausu, Suli, Torono, and Malakosa village.

The words *buildings, deaths, cervices, officials, kilometers, locals, tremors, news, causalities, adults, structures, victims, residents* above are followed by suffix *-s* which shows the plural meaning. For the word *building* is derived from the word *build* then added the suffix *-ing* as the present participle indicating noun. Then suffix *-s* as the mark of plural meaning always combined in the noun form.

### **Derivational**

- (a) The agency also said that victims were mainly residents of the Sausu, Suli, Torono, and Malakosa village.

The word *mainly (adv)* is derived of the word *mind (adj)*. The suffix *-ly* in *mainly* here changes an adjective into an adverb meaning, it is describing 'the way that something is done'.

- (a) The earthquake, measuring 5, 8 in the opened Richter scale, also damaged or destroyed hundreds of buildings.

The suffix *-ed* in the word *opened* derives adjective meaning 'having this thing or quality'. The majority of derives are based on compound or phrase as in; opened Richter.

### **Text 9**

*Pingvellir is a very famous historic place in Iceland where a lot of things happened, which have influenced the Icelandic history.*

*Pingvellir was reserved in 1928 and became a national park. Now there is a fence all around pingvellir to protect it from sheep and other animals which can destroy the vegetation.*

*Pingvellavatn, which is in pingvellir, is the largest lake in Iceland. It is 83.7 km<sup>2</sup>, and 144m deep. There are many kinds of fish in the lake, like trouts, and tiddlers.*

*Pingvellir is also a very famous tourism place and thousands of people come there every year to see this smashing nature and its beautiful surrounding*

*Men have tried to do anything they can to protect this old, famous place. They have put fences all around pingvellir and there are special rules. They have also made many paths and you only allowed to camp on special places, to protect the vegetation. They have rebuilt the houses and many things for the travel industry.*

This text contain of affixes as follows;

### **Inflectional**

- (a) Pingvellir is a very famous historic place in Iceland where a lot of things **happened**, which have **influenced** the Icelandic history.

In this sentence we find the word happened. The suffix –ed in that word is inflectional indicating past meaning and the –ed in the end of influenced indicate the past participle.

- (a) Pingvellir is a very famous historic place in Iceland where a lot of **things** happened,  
(b) Now there is a fence all around pingvellir to protect it from **sheep** and other **animals** which can destroy the vegetation.  
(c) There are many **kinds** of fish in the lake, like **trouts**, and **tiddlers**.  
(d) Pingvellir is also a very famous tourism place and **thousands** of **people** come there every year to see this smashing nature and its beautiful surrounding  
(e) **Men** have tried to do anything  
(f) They have put **fences** all around pingvellir and there are special **rules**.  
(g) They have also made many **paths** and you only allowed to camp on special **places**, to protect the vegetation.  
(h) They have rebuilt the **houses** and many things for the travel industry.

The suffix –s in the word *things, animals, kinds, routs, thousands, fences, rules, places, paths, houses* indicate plural meaning because the suffix –s combine

with noun. For the word *sheep*, *men are* the exception to plural formation. There are no regular rules to determine it.

- (a) They have also **made** many paths and you only **allowed** to camp on special places, to protect the vegetation.
- (b) Men have **tried** to do anything
- (c) They have **put** fences all around pingvellir and there are special rules.
- (d) Pingvellir was **reserved** in 1928 and **became** a national park.
- (e) Pingvellir is a very famous historic place in Iceland where a lot of things happened, which have **influenced** the Icelandic history

In this sentences we find the words *allowed*, *tried*, *reserved*, *influence*. All of them are 'participle'. We can know that they indicate participle because of the suffix *-ed* that combine in that word e.g. allow + *-ed* = allowed, try + *-ed*= tried, act. While, the word *made*, *put* in that sentences are also participle. *Made* is derived from the word *make* and *put* have same form in present, past, participle. Those words do not have phonological representation. This form is known as the zero-form. Both made and put are exception to past tense rule.

- (a) Pingvellavatn, which is in pingvellir, is the **largest** lake in Iceland

The *-est* at the end of *largest* indicates superlative degree the process is the suffix *-est* attached to adjective, as large + *-est*.

### **Derivational**

- (a) They have also made many paths and you only allowed to camp on special places, to protect the **vegetation**.

In this sentence, we find suffix *-ion*. It changes a verb into a noun meaning as the result of action as *vegetate* + *-ion* = *vegetation* mean 'the result of vegetate'.

- (a) Its **beautiful** surrounding

The other suffix we can find is the suffix *-ful*. It changes a noun into adjective meaning. The general meaning '*having particular quality*' and is typically attached to abstract noun. As in; *beauty (n) + -ful= beautiful (adj)*

- (a) See this **smashing** nature and its beautiful surrounding

The suffix *-ing* in the word *smashing* derives adjective meaning 'having this thing or quality'.

- (a) They have **rebuilt** the houses and many things for the travel industry

The *-re* which is added in the word *build* has meaning 'again' mean 'to build again'

### **Text 10**

#### ***The Lion and the Mouse***

*Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, which placed his huge paw upon the mouse, and opened his big jaws to swallow him.*

*"Pardon, O king," cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?" the lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.*

*One day the lion was caught in a trap. Some hunters who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.*

From this text we can see the affixes as bellow;

#### **Inflectional**

- (a) This soon awoke the lion, which **placed** his huge paw upon the mouse, and **opened** his big jaws to swallow him.
- (b) Then he **lifted** up his paw and **let** him go.

- (c) Some hunters who **wanted** to carry him alive to the King **tied** him to a tree while they **went** in search of a wagon to carry him in.
- (d) Just then the little mouse **happened** to pass
- (e) The little mouse went up to him and soon **gnawed** away the ropes that **bound** the king of the beasts.
- (f) He **asked** the lion to run away.
- (g) a little mouse **began** running up and down upon him;

In this sentences we find the words *placed, opened, lifted, wanted, tied, happened, and gnawed* are 'past form'. We can know that they indicate past because of the suffix *-ed* that combine in that words e.g. *place + -ed = placed, tie + -ed= tied*, act. While, the word *went, began* in that sentences are also past form. *Went* is derived from the word *go* and *began* is derived from the word *begin*; both of them are irregular form.

- (a) This soon awoke the lion, which placed his huge paw upon the mouse, and opened his big **jaws** to swallow him.
- (b) Who knows I may be able to do you a good turn some of these **days**
- (c) The little mouse went up to him and soon gnawed away the **ropes** that bound the king of the **beasts**.

The suffix *-s* in the word *jaws, days, ropes, beasts* indicate plural meaning because the suffix *-s* combine with noun, *rope + -s = ropes, day + -s = days*.

- (a) The lion was so **tickled** at the idea of the mouse being able to help him.
- (b) One day the lion was **caught** in a trap
- (c) Soon after the little mouse had **finished** gnawing away the ropes, he asked the lion to run away.
- (d) a little mouse **began** running up

In these sentences we find the words *tickled caught*. All of them are 'participle'. We can know that they indicate participle because of the suffix *-ed* that combine in that word e.g. *tickle + -d = tickled, finish + -ed= finished*. While, the word *caught* in that sentence (b) is also participle. *Caught* is derived from the

word *catch*. It is irregular verb. On the other hand, we also find the word *began*, it the past form of begin.

- (a) Who **knows** I may be able to do you a good turn some of these days

The *-s* at the end of the verbs above are 'an agreement maker', it signifies that the subject of the verb is 'third person singular', and that the verb is in the present tense.

### Derivational

- (a) Once when a lion was **asleep**  
(b) This soon **awoke** the lion, which placed his huge paw upon the mouse

The *-a* in *asleep* and *awoke* indicating adjective meaning derived from verb like; *a-* + *sleep* (*v*) = *asleep* (*adj*), *a-* + *woke* (*v*) = *awoke* (*adj*).

### Text 11

#### *The Ocean at a Glance*

*The oceanic waters of earth have a combined area of about 140 million square miles. In the Southern Hemisphere the oceans cover about 81 percent of the surface, while in the Northern Hemisphere they cover approximately 61 percent. The oceans are intercommunicating bodies of water which include their gulfs and seas.*

*The floor of the ocean is commonly divided into four main parts. The first is the continental shelf which slopes gently outward from the shore of the continent. It is about forty miles wide and four hundred feet deep. At the end of the continental shelf the sea floor falls sharply to a very deep seabed. This floor is the second part and is usually known as the continental slope. At the base of this continental slope is the sediment which forms the third part, the continental rise. The fourth is the floor of the sea beyond the continental rise, the deep seabed. On the deep seabed are strings of mountains known as mid-oceanic ridges, isolated mountains known as seamounts, deep valleys or deep sea trenches and plateaus or guyots.*

From this text we can see the kind of affixes as follows;

### Inflectional

- (a) The oceanic **waters** of earth have a combined area of about 140 million square **miles**  
(b) The **oceans** are intercommunicating **bodies** of water which include their **gulfs** and

seas.

- (c) The floor of the ocean is commonly divided into four main **parts**
- (d) On the deep seabed are strings of **mountains** known as mid-oceanic **ridges**, isolated mountains known as seamounts, deep **valleys** or deep sea **trenches** and plateaus or **guyots**.

The suffix *-s* in the word *waters, miles, oceans, bodies, gulfs, seas, parts, mountains, ridges, valleys, trenches, and guyots* indicate plural meaning because the suffix *-s* combine with noun, *water + -s =waters, ocean+ -s = oceans*.

- (a) The floor of the ocean is commonly **divided** into four main parts
- (a) On the deep seabed are strings of mountains **known** as mid-oceanic ridges, **isolated** mountains known as seamounts.

The *-ed* in *divided* indicates past meaning, while the word *isolated, known* are participle as adjective. *Isolate + -d = isolated* and the word *know* becomes *known* as past participle because it exception to the past formation.

- (a) At the base of this continental slope is the sediment which **forms** the third part, the continental rise.
- (b) the sea floor **falls** sharply to a very deep seabed

The *-s* at the end of the verbs above are 'an agreement maker', it signifies that the subject of the verb is ' third person singular', and that the verb is in the present tense.

**Derivational**

- (a) The sea floor falls **sharply** to a very deep seabed

The word *sharply (adv)* is derived of the word *sharp (adj)*. The suffix *-ly* in *sharply* here changes an adjective into an adverb meaning, it describes the way that something is done.



## ***Text 12***

*World War II was the most widespread and the most destructive war in history. It lasted from 1939 to 1945 and eventually involved all the great powers and most of the smaller nations of the world. Even the countries that remained neutral felt the war's impact. The chief antagonists were Germany, Italy, and Japan (known as the Axis power) on one side and the United States, Great Britain, the Soviet Union, France, and China (known as Allies) on the other. The battle field of the war stretched from Europe to North Africa from the island of the pacific to eastern and southern.*

The text above contains of many affixes, they are;

### **Inflectional**

- (a) It **lasted** from 1939 to 1945 and eventually **involved** all the great powers and most of the smaller nations of the world.
- (b) Even the countries that **remained** neutral felt the war's impact.

The *-ed* which follow the word *lasted*, *involved*, *remained* are indicating past meaning.

- (a) Eventually involved all the great **powers** and most of the smaller **nations** of the world.
- (b) Even the **countries** that remained neutral felt the war's impact.

The *-s/ es* in the word powers, nations, countries are shows plural.

- (a) Even the countries that remained neutral felt the **war's** impact.

The *'s* which follow *war's* indicates possessive meaning.

- (a) And most of the **smaller** nations of the world.

The *-er* at the end of *smaller* indicates comparative morpheme the process is the suffix *-er* attached to adjective, as small + *-er*.

## Derivational

- (a) **Eventually** involved all the great powers and most of the smaller nations of the world.

The word *eventually* (*adv*) is derived of the word *eventual* (*adj*). The suffix *-ly* in *eventually* here changes an adjective into an adverb meaning,

- (a) World War II was the most widespread and the most **destructive** war in history

Suffix *-ive* is added to many words mostly verb and form adjective, and the adjective means having a tendency to do the action of the verb, for example *destroy + ive = destructive* mean 'tending to distroy'

- (a) The chief **antagonists** were Germany

The *-ist* can be considered underspecified 'person having to do activity' like in *antagonist*.

## Text 13

### **Retailers**

*Retailing is selling goods or merchandise usually in small quantities. They are sold to the public for their own use, not other producers or firms for resale. It is the final step in bringing goods to consumers on trading. Retailing is not only selling goods but also offering services such as renting tolls for home use or renting cars for immediate purposes. The retail sector is important as it serves or sells goods to consumers directly.*

*Tradesmen who sell goods by retail are called retailers. They know consumer's needs well because they are in a day-to-day contact with them. They may sell their goods in cash or on credit. One who wants to buy a car must go to a showroom where cars are displayed. He negotiates with the dealer what kind of purchasing they will make. A dealer is a retailer. To attract consumers retailers sometimes help promote the producers' goods. An advertisement is likely to be the most effective.*

From this text, we find many texts they are;

## Inflectional

- (a) Retailing is not only selling goods but also offering services such as renting tolls for home use or renting cars for immediate purposes.

From this example, we can see that the suffix *-ing* is attached to verb. This inflectional is indicating 'the progressive meaning'.

- (a) Retailing is selling goods or merchandise usually in small quantities
- (b) Retailing is not only selling goods but also offering services such as renting tolls for home use or renting cars for immediate purposes.
- (c) They know consumer's needs well because they are in a day-to-day contact with them

The *-s /-es* which follow to the words goods, quantities, services, tolls, cars, purposes, needs indicate plural meaning.

- (a) They know consumer's needs well because they are in a day-to-day contact with them.
- (b) To attract consumers retailers sometimes help promote the producers' goods.

The *'s* which follow *consumer's and producer's* indicate possessive meaning.

- (a) They are sold to the public for their own use, not other producers or firms for resale.
- (b) Tradesmen who sell goods by retail are called retailers
- (c) One who wants to buy a car must go to a showroom where cars are displayed.

The *-ed* indicates participle meaning like is called, displayed, for example *Call + ed = called* and the word *sell* becomes *sold* also as past participle because irregular verb.

- (a) The retail sector is important as it serves or sells goods to consumers directly.
- (b) One who wants to buy a car must go to a showroom where cars are displayed.

The *-s* at the end of the verbs above are 'an agreement maker', it signifies that the subject of the verb is 'third person singular', and that the verb is in the present tense.

### Derivational

- (c) Retailing is selling goods or merchandise **usually** in small quantities
- (d) The retail sector is important as it serves or sells goods to consumers **directly**.

The word *usually* (*adv*) is derived of the word *usual* (*adj*) and *directly* is derived from *direct*. The suffix *-ly* in *usually*, *directly* here changes an adjective into an adverb meaning, it describes the way that something is done.

- (a) To attract **consumers retailers** sometimes help promote the producers' goods
- (b) A dealer is a **retailer**
- (c) They are sold to the public for their own use, not other **producers** or firms for resale

In these sentences, we find suffix *-er*, which is called as agentive morpheme. They change a verb into a noun indicating the person who does activity. Then *-s* which follow in the end of that word indicate plural meaning, for example; consume + *-er* + *-s* = consumers mean 'some one who consumes', product + *-er* + *-s* = producers mean 'some one who

- (a) An advertisement is likely to be the most **effective**.

Suffix *-ive* is added to many words mostly verb and form adjective, and the adjective means having a tendency to do the action of the verb, for example *effect* + *ive* = *effective* mean 'tending to effect'

- (a) An **advertisement** is likely to be the most effective

In this example we find the suffix *-ment*. This suffix changes a verb into a noun meaning denoting process or result from verb. For example *advertise* + *-ment* = *advertisement* mean 'the result of advertise'.

#### **Text 14**

*Wood chipping is a process used to obtain pulp and paper products from the forest. The wood chipping process begins when the trees are cut down in a selected area of the forest called a couple.*

*Next, the top and branches of the trees are cut out and the logs are taken to the mill. At the mill, the bark of the logs is removed and the logs are taken to a chipper, which cut them into small pieces called woodchips are then screened to remove dirt and other and heat. The pulp is then bleached and the water content is removed.*

*Finally, the pulp is rolled out to make paper.*

In this text consist of many affixations they are;

#### **Inflectional**

- (a) Wood chipping is a process used to obtain pulp and paper **products** from the forest.
- (b) The wood chipping process begins when the **trees** are cut down in a selected area of the forest called a couple.
- (c) Next, the top and **branches** of the trees are cut out and the **logs** are taken to the mill.
- (d) At the mill, the bark of the logs is removed and the **logs** are taken to a chipper, which cut them into small pieces called **woodchips** are then screened to remove dirt and other and heat.

The *-s/ -es* in the words products, trees, branches, logs, woodchips indicates plural meaning.

- (a) Wood chipping is a process **used** to obtain pulp and paper products from the forest.
- (b) Next, the top and branches of the trees are **cut** out and the logs are **taken** to the mill.
- (c) At the mill, the bark of the logs is **removed** and the logs are **taken** to a chipper, which cut them into small pieces **called** woodchips are then **screened** to remove dirt and other and heat
- (d) The pulp is then **bleached** and the water content is **removed**.
- (e) Finally, the pulp is **rolled** out to make paper.

The –ed which follow in the end of the verbs in (a, c, d, and e) are indicate past participle. While, the word *cut*, *taken* is also participle. *Put* is derived from the same word *put* and *taken* is derived from the word *take*; both of them are irregular form.

- (a) The wood chipping process **begins** when the trees are cut down in a selected area of the forest called a couple.

The –s at the end of the verbs above are 'an agreement maker', it signifies that the subject of the verb is ' third person singular', and that the verb is in the present tense.

### **Derivational**

- (a) At the mill, the bark of the logs is removed and the logs are taken to a **chipper**.

In this sentence, we find suffix –er, they change a verb into a noun indicating the something which does activity.

- (a) At the mill, the bark of the logs is **removed** and the logs are taken to a chipper,

While in this sentence the prefix –re indicate the meaning 'again', for example; *re-* + *move* + *-ed* = '*to move again*' and the –ed in the end of the word *removed* indicate participle.

### **Text 15**

#### ***Cigarettes, Smokers, and Smoking***

*Smoking is a bad habit that is very hard to break. Smokers are everywhere. Many people smoke just to socialize, but many others are too addicted to quit.*

*A cigarette is like a toxin hypermarket. You can find many kinds of toxin in it: acetone, carbon monoxide, tar, arsenic, ammonia, hydrogen cyanide, and toluene. The tar itself contains more than 43 substances that can cause cancer. Scientists say that when we are smoking, we put more than 4,000 kinds of toxic materials into our body.*

*However, many smokers believe that a cigarette with low tar is less dangerous. And so is a filtered cigarette. But the problem is one cigarette is never enough for addicted smokers.*

*Another myth about smoking is that it cannot only make them awake but also raise their inspiration. This is contrary to the findings of research in California which show that smoker's ability to think lower than that of non-smokers.*

*Smoking is indeed a serious social problem in our country. The government keeps reminding that smoking is dangerous, not only for smokers themselves, but also for other people in the surroundings (passive smokers). But the warnings do not seem to get any response.*

### **Inflectional**

- (a) Scientists say that when we are **smoking**, we put more than 4,000 kinds of toxic materials into our body.

The –ing in the smoking is indicating the progressive meaning.

- (a) But many others are too **addicted** to quit.

The –ed in the word addicted is indicated as participle category.

- (a) This is contrary to the findings of research in California which show that **smoker's** ability to think lower than that of non-smokers.

The 's in this sentence is indicated as possessive category.

- (a) Many people smoke just to socialize, but many **others** are too addicted to quit.  
(b) You can find many **kinds** of toxin in it  
(c) We put more than 4,000 kinds of toxic **materials** into our body.  
(d) However, many **smokers** believe that a cigarette with low tar is less dangerous.  
(e) The government keeps reminding that smoking is dangerous, not only for smokers themselves, but also for other people in the **surroundings** (passive smokers). But the **warnings** do not seem to get any response.

The –s in the end of the words *others, kinds, materials, smokers, surroundings, warnings* are indicated as plural meaning while the word *smokers* consists of two suffix they are –er indicate the some one who does the activity than –s indicate plural meaning, and the word surrounding and warning consist of the suffix –ing indicating noun meaning derive from verb form *surround (v) + -ing = surrounding (n), warn (v) + -ing = warning (v)*.

- (a) The government **keeps** reminding that smoking is dangerous, not only for smokers themselves

The –s at the end of the verbs above are 'an agreement maker', it signifies that the subject of the verb is 'third person,' is 'singular', and that the verb is in the present tense.

- (a) This is **contrary** to the findings of research in California which show that smoker's ability to thinks **lower** than that of non-smokers

The –er at the end of *lower* indicates comparative degree the process is the suffix –er attached to adjective, as low + -er.

## **Derivational**

- (a) And so is a **filtered** cigarette  
(b) But the problem is one cigarette is never enough for **addicted** smokers.

The suffix –ed in the word *filtered and addicted* derives adjective meaning 'having this thing or quality'. The majority of derives are based on compound or phrase as in; filtered cigarette, addicted smoker.

- (a) Another myth about smoking is that it cannot only make them awake but also raise their **inspiration**



In this sentence, we find suffix *-ion*. It changes a verb into a noun meaning as the result of action as *inspire + -ion = inspiration* mean 'the result of inspire'.

### **Text 16**

*Monday's tsunami along the southern coast of java has caused devastating losses that are still being counted. Traumatized survivors, many camped out in the hills far from the shore line, are living in fear that another earthquake would trigger another wave of destruction.*

*The earthquake which triggered a Monday's tsunami along the southern coast of java has caused devastating losses that are still being counted tsunami wiped out the beach resorts and fishing villages along the southern coast of java. The meteorology and geophysics agency (BMG) said that the Wednesday's earthquake measured 6.2 on the Richter Scale.*

*Its epicenter was 48 kilometers below the sea level. BMG official, Weni, said the areas on the west coast of west java and Banten, as well as those in the south coast of Lampung, were at risk of being hit by a tsunami. However, the possibility of a tsunami was quickly discounted by other agencies.*

From this text we can see the affixation as the follow;

### **Inflectional**

- (a) **Monday's** tsunami along the southern coast of java has caused devastating losses that are still being counted
- (b) Agency (BMG) said that the **Wednesday's** earthquake measured 6.2 on the Richter scale.

The 's in these sentence are indicated as the possessive meaning.

- (a) many camped out in the hills far from the shore line, are **living** in fear

The *-ing* in the end of the word living is showed as the progressive category.

- (a) Monday's tsunami along the southern coast of java **has caused** devastating losses that are still being **counted**.
- (b) However, the possibility of a tsunami was quickly **discounted** by other agencies.

The -ed in the word caused, counted, and discounted are showed as the past participle. While the -ed in the following sentences are indicated as past category. For example, trigger + -ed = triggered. And say + past = said, it an exceptional verb.

- (a) The earthquake which **triggered** a Monday's tsunami along the southern coast of java has caused devastating losses
- (b) Agency (BMG) **said** that the Wednesday's earthquake measured 6.2 on the Richter scale.
- (a) many camped out in the **hills** far from the shore line,
- (b) The earthquake which triggered a Monday's tsunami along the southern coast of java has caused devastating losses that are still being counted tsunami wiped out the beach **resorts** and fishing **villages** along the southern coast of java
- (c) Its epicenter was 48 **kilometers** below the sea level  
Weni, said the **areas** on the west coast of west java and Banten, as well as those in the south coast of Lampung, were at risk of being hit by a tsunami. However, the possibility of a tsunami was quickly discounted by other **agencies**.

The -s in the end of the words hills, resorts, villages, kilometers, ares are indicated as plural meaning.

### **Derivational**

- (a) Traumatized survivors, many camped out in the hills far from the shore line, are living in fear that another earthquake would trigger another wave of **destruction**.

In this sentence, we find suffix *-ion*. It changes a verb into a noun meaning as the result of action as *destruct* + *-ion* = *destruction* mean 'the result of destroy'

- (a) Traumatized **survivors**, many camped out in the hills far from the shore line, living in fear

In this sentence we find suffix *-or*. They change a verb into a noun indicating the person who does activity such as; survive + *-or* = survivor ' a person who survive'

- (a) However, the **possibility** of a tsunami was **quickly** discounted by other agencies.

In this sentence we find two words with different suffixes. First, the suffix *-ity* is added to many words mostly adjective and forms nouns that refer to a state or quality. For example *-possible + -ity = possibility*. Second, the *-ly* is added to the adjective form forms adverb that refer to the way that something is done.

### **Text 17**

*One of the most popular artifacts in Indonesia is the Prambanan, a complex of temple which was built in 825 A>D. the central part of the Prambanan complex consists of three main shrines dedicated to the gods of trimurti.*

*The temple of Siva stands in center, that of Vishnu on the north, and that of Brahma on the south. In front of each of these main temples stands another smaller temple, constructed to contain a statue of the mount of each god. This ensemble is completed by two annexes, the "Candi Apit" or 'flanking temples', and nine small shrines to shelter the stones demarcating the compound within which the temple complex stands.*

Inflectional

- (a) One of the most popular **artifacts** in Indonesia is the Prambanan
- (b) the central part of the Prambanan complex consists of three main **shrines** dedicated to the **gods** of trimurti
- (c) This ensemble is completed by two **annexes**, the "Candi Apit" or 'flanking **temples**', and nine small shrines to shelter the **stones** demarcating the compound within which the temple complex stands.

The *-s* in the end of the words artifacts, shrines, gods, annexes, stones are indicated as plural meaning while the word.

- (a) the central part of the Prambanan complex **consists** of three main shrines dedicated to the gods of trimurti
- (b) The temple of Siva **stands** in center, that of Vishnu on the north, and that of Brahma on the south.

The *-s* at the end of the verbs above are 'an agreement maker', it signifies that the subject of the verb is 'third person,' is 'singular', and that the verb is in the present tense.

- (a) A complex of temple which was **built** in 825 A>D. , a complex of temple which was built in 825 A>D. , a complex of temple which was built in 825 A>D.
- (b) This ensemble is **completed** by two annexes,

The *-ed* which follow in the end of the verbs in (a, b) are indicate past participle.

- (a) In front of each of these main temples stands another **smaller** temple, constructed to contain a statue of the mount of each god

The *-er* in the end of the smaller indicate the comparative degree.

- (a) the central part of the Prambanan complex consists of three main shrines **dedicated** to the gods of trimurti

The *-ed* in dedicated is showed as the past form.

### **Derivational**

- (a) This ensemble is completed by two annexes, the "Candi Apit" or '**flanking** temples', and nine small shrines to shelter the stones **demarcating** the compound within which the temple complex stands.

The *-ing* in the word *flanking*, *demarcating* is a present participle as adjective

### **Text 18**

*The kiwi lives only in New Zealand. It is a very strange bird because it cannot fly. The kiwi is the same size as a chicken. It has no wings or tail. It does*

*not have any feathers like others birds. It has hair on its body. Each foot has four toes. Its beak (mouth) is very long.*

*A kiwi likes a lot of trees around it. It sleeps during the day because the sunlight hurts its eyes. It can smell things with its nose. It is the only bird in the world that can smell things. The kiwi's eggs are very big.*

*There are only a few kiwis in New Zealand now. People never see them. The government says that people cannot kill kiwis. New Zealanders want their kiwis to live.*

*There is picture of a kiwi on New Zealand money. People from New Zealand are sometimes called Kiwis.*

We can find kind of affixes as bellow;

### **Inflectional**

- (a) The kiwi **lives** only in New Zealand
- (b) It **has** no wings or tail
- (c) A kiwi **likes** a lot of trees around it
- (d) It **sleeps** during the day because the sunlight hurts its eyes.
- (e) The government **says** that people cannot kill kiwis

The –s at the end of the verbs above are 'an agreement maker', it signifies that the subject of the verb is 'third person,' 'is' singular', and that the verb is in the present tense. The –s can not attach to the word *have*, to show the third singular person the word *have* changes become *has*, it is the exceptional verb.

- (a) It has no **wings** or tail
- (b) it does not have any **feathers** like others **birds**.
- (c) Each foot has four **toes**
- (d) It sleeps during the day because the sunlight hurts its **eyes**
- (e) It can smell **things** with its nose
- (f) The kiwi's **eggs** are very big.
- (g) There are only a few **kiwis** in New Zealand now

The –s in the end of the words wings, feathers, birds, toes, eyes, things, eggs, kiwis are indicated as plural maker.

- (a) People from New Zealand are sometimes **called** Kiwis.

The –ed in the word *called* as participle form.

## Derivational

- (a) The **government** says that people cannot kill

In this example we find the suffix *-ment*. This suffix changes a verb into a noun meaning denoting process or result from verb. For example *govern + -ment = government* mean 'the result of govern'.

- (a) New **Zealanders** want their kiwis to live.

The *-er* in Zealanders is indicated as person and the suffix *-s* is indicate the plural form.

## Text 19

### *The hen with the silver eggs*

*One day, in an Arabian city, a woman went to the market and bought a beautiful hen.*

*A few days later to her surprise the hen she bought laid a silver egg. If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never have to work again.*

*So the women decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.*

## Inflectional

- (a) A woman **went** to the market and **bought** a beautiful hen.  
(b) So the women **decided** to make the hen eat more, so that it could lay more eggs.

Both *went* and *bought* are past form. No rules of these words, we only can see in our dictionary. For example; go + past = went, buy + -past bought.

- (a) But the only result was that the hen **died** of indigestion and did not lay more eggs at all.

The –ed in the died is indicated past participle form.

- (a) A few **days** later to her surprise the hen she bought laid a silver egg
- (b) So the women decided to make the hen eat more, so that it could lay more **eggs**.

The –s in days, eggs, indicate the plural form.

- (a) One day, in an **Arabian** city

In this sentence we find the suffix –an like *arabian*. The –an make an adjective meaning 'belonging somewhere'.

### **Text 20**

*Borobudur is a Hindu-Buddhist temple built in the 9<sup>th</sup> century under the Sailendra dynasty of java. It is located near Magelang on the island of java, Indonesia.*

*Abandoned in the 11<sup>th</sup> century and partially excavated by archaeologists in the early 20<sup>th</sup> century, Borobudur temple is well-known all over the world. Influenced by the Gupta architecture of India, the temple is constructed on a hill 46m (150 ft) high and consists of eight step-like stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned with Buddhist sculptures in bas-relief; the upper three are circular, each with a circle of bell-shaped stupa (a Buddhist shrine). The entire edifice is crowned by a large stupa at the centre of the top circle. The way to summit extends through some 4.8 km of passages and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universes, influenced the temples built at Angkor, Cambodia.*

*Borobudur, rededicated as an Indonesian national monument in 1983, is a valuable treasure for Indonesian people.*

### **Inflectional**

- (a) The temple is constructed on a hill 46m (150 ft) high and **consists** of eight step-like stone terraces, one on top of the other

The –s at the end of the verbs above are 'an agreement maker', it signifies that the subject of the verb is 'third person singular', and that the verb is in the present tense.

- (a) It is **located** near Magelang
- (b) **Abandoned** in the 11<sup>th</sup> century and partially **excavated** by archaeologists in the early

20<sup>th</sup> century, Borobudur temple is well-**known** all over the world

- (c) **Influenced** by the Gupta architecture of India, the temple is **constructed** on a hill 46m (150 ft) high
- (d) The first five terraces are square and **surrounded** by walls **adorned** with Buddhist sculptures in bs-relief;
- (e) The entire edifice is **crowned** by a large stupa.
- (f) The design of Borobudur, a temple-mountain symbolizing the structure of the universes, **influenced** the temples built at Angkor, Cambodia.

The -ed in the underline words are indicated participle form.

- (a) The first five **terraces** are square and surrounded by walls adorned with Buddhist **sculptures** in bs-relief
- (b) The way to summit extends through some 4.8 km of **passages** and **stairways**.

In this sentence we find the suffix- s/ -es. The suffix -s /-es indicate the plural form, for example terrace + -s= terraces, sculpture + -es = sculptures, passage + -s = passages, stairway + -s = stairways.

### Derivational

- (a) Abandoned in the 11<sup>th</sup> century and **partially** excavated by archaeologists in the early 20<sup>th</sup> century,

The word *partially* (*adv*) is derived of the word *partial* (*adj*) the suffix -ly in *partially* here changes an adjective into an adverb meaning.

- (a) Abandoned in the 11<sup>th</sup> century and partially excavated by **archaeologists**
- (b) The first five terraces are square and surrounded by walls adorned with **Buddhist** sculptures in bs-relief

The word archaeologist consists of suffix -ology which make a noun meaning indicating 'the study of something' *archa* + -ology = *archeology* (*n*) = *the study of the remains of ancient buildings, toll*. Then the -ist can be considered underspecified 'person having to do activity' like in *archaeology* + -ists =



*archaeologists, and Buddhist.* While the –s which attach in the *archaeologists* is indicated as the plural form..

- (a) Borobudur, rededicated as an Indonesian **national** monument in 1983, is a treasure for Indonesian people.

The –al / is added to many words mostly nouns to form adjective, the adjective means pertaining to or like the noun, for example: nation (n) + - al = national (adj)

### ***Text 21***

*London: A British couple booked themselves into a clinic to quit smoking after the vet said it was the only way to save their beloved sick parrot.*

*Kevin Barclay and Sharon Wood gave up a 50-cigarette-a-day habit to save their Amazon orange-winged parrot J.J, said the vet. Glen Cousquer of the South beech Veterinary Surgery in Essex, southeastern England.*

*"One of the key things that we need to get right with parrots generally is air quality," he told Reuters. "This particular bird presented with very severe respiratory problems. The owners were instructed to do everything they could to improve the bird's environment."*

*"I think I must have shaken the owners up quite badly, because the next time I saw them they actually had booked themselves into one of these anti-smoking clinics and were determined to stop. They've gone for five weeks," he said.*

*J.J, he said, "is doing really well. It is certainly going to improve his life expectancy. "It may help the owners, too.*

In the text above we find many affixes as follow;

### **Inflectional**

- (a) A British couple **booked** themselves into a clinic to quit smoking after the vet **said** it was the only way to save their beloved sick parrot
- (b) Kevin Barclay and Sharon Wood **gave** up a 50-cigarette-a-day habit
- (c) he **told** Reuters
- (d) This particular bird **presented** with very severe respiratory problems.
- (e) I **saw** them

The –ed in the *booked, presented indicated* past form, however, the words *said, gave, told, saw* are also indicated as the past form. They are the exception to verb formation as singular verb. The words *said, gave, told, saw* past form from *say, give, tell, see*.

- (f) J.J, he said, "is **doing** really well

The –ing in the word doing is indicated as the progressive form.

- (g) It was the only way to save their **beloved** sick parrot.  
(h) Kevin Barclay and Sharon Wood gave up a 50-cigarette-a-day habit to save their Amazon orange-**winged** parrot  
(i) The owners were **instructed** to do everything they could to improve the bird's environment."  
(j) I think I must have **shaken** the owners up quite badly, because the next time I saw them they actually had **booked** themselves into one of these anti-smoking clinics and were **determined** to stop  
(k) They've **gone** for five weeks," he said.

The –ed in the underline words are indicated participle forms and the word *shaken, gone* are the exception to verb formation.. The form of the participle is not ending with –ed, but they do not have rules, we will know the participle form of them in our particularly dictionary.

- (l) One of the key **things** that we need to get right with **parrots** generally is air quality," he told **Reuters**.  
(m) This particular bird presented with very severe respiratory **problems**.  
(n) They've gone for five **weeks**

the –s in the end of the underline word are indicated as the plural forms.

- (o) the owners were instructed to do everything they could to improve the **bird's** environment."

The –'s in the word bird's is indicated as possessive form.

## Derivational

(p) The **owners** were instructed to do everything they could to improve the bird's environment."

The *-er* in the word *owner* changes the verb into noun indicate as the person who have something.

(q) One of the key things that we need to get right with parrots **generally** is air quality," he told Reuters

(r) I think I must have shaken the owners up quite **badly**

(s) I saw them they **actually** had booked themselves into one of these anti-smoking clinic

The word *generally*, *badly*, *actually* (*adv*) is derived of the word *general*, *bad*, *actuell* (*adj*). The suffix *-ly here* changes an adjective into an adverb meaning.

(t) It is certainly going to improve his life **expectancy**.

In this sentence we find the suffix – *ancy*. This suffix makes a noun meaning. an action. For example; expect (*v*) + - *ancy* = expectancy (*n*)

(u) Kevin Barclay and Sharon Wood gave up a 50-cigarette-a-day habit to save their Amazon orange-**winged** parrot J.J

The *-ed* in *winged* as the past participle form refer to adjective form.

## Text 22

*Farmers produce almost all of the world's food, including some fish and game. Most food products come from animals, especially cattle, hogs, and other livestock. The world's farmers grow about 85 major food crops. They can be divided into eight groups. The main group is cereal grain. Grain is grown on half the world's crop land and supplies much of the nourishment in the human diet. The chief grains are barley, corn, millet, oats, rice, rye, sorghum, and wheat.*

Various root crops make up the second most important group of food crops. Like cereal grains, root crops are grown throughout the world and are a basic food for many people. The leading root crops are potatoes, sweet potatoes and a tropical plant called cassava.

The six remaining groups or major food crops are: (1) pulses, which consist mainly of dry beans and dry peas; (2) fruits and vegetables other than root crops and pulses; (3) oil-bearing crops, such as soybeans and coconuts; (4) sugar-bearing crops, especially sugar cane and sugar beets; (5) nuts; and (6) cocoa beans, coffee and tea. Some oil crops, especially soybeans, are used to make flour and meal as well as oil.

### Inflectional

- (a) Most food **products** come from **animals**, especially cattle, **hogs**, and other livestock
- (b) They can be divided into eight **groups**.
- (c) The chief **grains** are barley, corn, millet, **oats**, rice, rye, sorghum, and wheat.
- (d) The leading root crops are **potatoes**,
- (e) **pulses**, which consist mainly of dry beans and dry peas; (2) **fruits** and **vegetables** other than root **crops** and pulses; (3) oil-bearing crops, such as **soybeans** and **coconuts**; (4) sugar-bearing crops, especially sugar cane and sugar **beets**; (5) **nuts**; and (6) cocoa **beans**, coffee and tea

The –s in underline words indicate the plural form

- (v) They can be **divided** into eight groups.
- (g) The leading root crops are potatoes, sweet potatoes and a tropical plant **called** cassava.

The –ed in the divided and called indicated past participle form.

- (h) The **world's** farmers grow about 85 major food crops
- (i) Grain is grown on half the **world's** crop land and supplies much of the nourishment in the human diet.

The –'s in the word's indicate the possessive form.

### Derivational

- (j) **Especially** cattle, hogs, and other livestock
- (k) Pulses, which consist **mainly** of dry beans and dry peas;

The word *especially*, *mainly* (*adv*) is derived of the word *special*, *main*

(*adj*) the suffix –*ly* in *especially*, *mainly* here makes adjective meaning.

- (l) Grain is grown on half the world's crop land and supplies much of the **nourishment** in the human diet

In this example we find the suffix *-ment*. This suffix changes a verb into a noun meaning denoting process or result from verb. For example *nourish* + *-ment* = *nourishment* mean 'the result of nourish'.

- (m) **Including** some fish and game.  
(n) The **leading** root crops are potatoes,  
(o) oil-**bearing** crops

The *-ing* in the word including, leading, bearing indicate present participle form as adjective.

- (p) a **tropical** plant called cassava.

The suffix *-al* in the tropical changes a noun into adjective example;

*tropic* (n) + *-al* = *tropical* (adj)

### **Text 23**

*Each society has its own beliefs, attitudes, customs, behaviors, and social habits. These give people a sense of who they are, how they should behave, and what they should or should not do. These 'rules' reflect the 'culture' of a country.*

*People become conscious of such rules when they meet people from different cultures. For example, in some cultures, being on time can mean turning up several hours late for an appointment, even for a business meeting; in others, 3 p.m. means 3 p.m. Also, the rules about when to eat vary from culture to culture. Many North Americans and Europeans are used to having three mealtimes a day and organizing their timetable around them. In some countries, on the other hand, people often do not have strict rules like this-people eat when they want to, and every family has its own time table.*

*When people visit or live in a country for the first time, they are often surprised at the differences that exist between their own culture and that in the other country. When people visit or live in a country for the first time, they are often surprised at the differences that exist between their own culture and that in the other country.*

There are many kinds of affixation in the text above they are;

## Inflectional

- (a) Each society has its own beliefs, attitudes, customs, behaviors, and social habits.
- (a) For example, in some cultures, being on time can mean turning up several hours late for an appointment, even for a business meeting; in others, 3 p.m. means 3 p.m.
- (b) Many North Americans and Europeans are used to having three mealtimes a day and organizing their timetable around them
- (c) In some countries, on the other hand, people often do not have strict rules like this-people eat when they want to, and every family has its own time table.
- (d) When people visit or live in a country for the first time, they are often surprised at the differences that exist between their own culture and that in the other country.

The –s in beliefs, attitudes, customs, behaviors, habits, cultures, hours, Americans, Europeans, mealtimes, countries, rules, differences indicate the plural form, while people is the plural form person.

- (f) They are often surprised at the differences that exist between their own and that in the other country.
- (g) Many North Americans and Europeans are used to having three mealtimes a day and organizing their timetable around them.

In these sentences we find the words *surprised*, *used*. All of them are 'participle'. We can know that they indicate participle because of the suffix *-ed* that combine in that word e.g. surprise + -d = surprised, use + -ed= used.

## Derivational

- (j) For example, in some cultures, being on time can mean turning up several hours late for an appointment, even for a business meeting; in others, 3 p.m. means 3 p.m.

In this example we find the suffix *-ment*. This suffix changes a verb into a noun meaning denoting process or result from verb. For example *appoint* + *-ment* = *appointment* mean 'the result of appoint'.

- (k) Even for a business meeting

The -ing in meeting is indicated as present participle as noun from the word meet (v) + -ing = meeting (n)

#### **Text 24**

*The petroleum we obtain today was formed under the ground for many millions of years. In the past, small animals living in the sea sank to the seabed when they died. Layers of these creatures built up over millions of years, and the actions of heat, pressure and bacteria turned their bodies into petroleum. The petroleum spread through porous rocks until it came to impervious rocks. In this way pockets of petroleum were formed beneath the ground. Over many thousands of years, this land rose above the sea, and deposits of oil are now found on or near land.*

*Oil companies employ scientists to study rocks and discover where oil is likely to be found. If it seems likely that oil exist beneath their feet, they will drill a narrow hole to find out whether there is any oil. That may be unsuccessful; if a new field is being explored, there is one chance in nine of discovering petroleum.*

#### **Inflectional**

- (a) The petroleum we obtain today was **formed** under the ground for many millions of years..
- (b) Over many thousands of years, this land rose above the sea, and deposits of oil are now **found** on or near land.
- (c) If a new field is being **explored**, there is one chance in nine of discovering petroleum.

The -ed in the formed, explored indicate the past participle form while the word found which derive from the word find also indicate the participle meaning but it is not followed by -ed because it irregular form.

- (d) In the past, small **animals** living in the sea sank to the seabed when they died.
- (e) **Layers** of these **creatures** built up over **millions** of **years**, and the **actions** of heat, pressure and bacteria turned their **bodies** into petroleum
- (f) The petroleum spread through porous **rocks** until it came to impervious rocks.
- (g) In this way **pockets** of petroleum were formed beneath the ground.
- (h) Over many **thousands** of years, this land rose above the sea, and deposits of oil are now found on or near land
- (i) Oil **companies** employ scientists to study rocks and discover where oil is likely to be found.

The –s/ -es in underline word indicate the plural form.

- (j) Layers of these creatures **built** up over millions of years, and the actions of heat, pressure and bacteria **turned** their bodies into petroleum

Build + past = built, turn + -ed = turned. Both of them are indicate the past form. The –ed is the mark of past form from the word turned then the past form of the word build is built. It is the exceptional verb.

- (k) If it **seems** likely that oil exist beneath their feet, they will drill a narrow hole to find out whether there is any oil.

The –s at the end of the verbs above are 'an agreement maker', it signifies that the subject of the verb is ' third person,' is' singular', and that the verb is in the present tense.

### **Derivational**

- (l) Oil companies employ scientists to study rocks and discover where oil is **likely to be found**.

The word *likely (adj)* is derived of the word *like (v)*. The suffix *-ly* makes an adjective meaning.

- (m) That may be **unsuccessful**; if a new field is being explored, there is one chance in nine of **discovering** petroleum.

The word *discover + -ing = discovering*. In this sentence the –ing which follow discover is indicated as present participle as noun. And in this sentence we also find the word that consists of both suffix and prefix in one word like; *un + success + -ful = unsuccessful (adj)*. The *-un* has meaning ' *not or the opposite*, while the *-ful* 'having a particular quality'

- (n) Oil companies employ **scientists** to study rocks and discover where oil is likely to be



found.

The –ist can be considered underspecified 'person having to do activity' like in *scientists*. While the –s which attach in the *scientist* is indicated as the plural form. .

## 4.2 Discussion

Based on the preceding description, it can be defined that affixation plays an important role in word formation in English.

English has three kinds of affixes namely prefix, suffix, and circumfix. No suffix in English. English prefix usually comes after the stem. Here suffix is categorized into two kinds, the first category as the inflectional suffix and the second category as the derivational suffix. The differences of them are; the inflectional suffix always attach to the end of the stem but they do not change the meaning and the grammatical function, on the contrary, derivational suffix which attach to the end of the stem sometime change the meaning and the grammatical function.

The other hand, there is English prefix. English prefix is part of the affix which attach before the stem. The characteristic of prefix have the same thing with the suffix which include derivation suffix. They can not stand alone; they change the meaning and the grammatical function.

English affixes also can be called as bound morphemes which are divided into two parts. They are inflectional and derivational morphemes. Inflectional morpheme is grammatical morpheme which never changes the syntactic category of the word or the meaning of part of speech. All of inflectional is suffix. While

derivational morpheme is the morpheme which change the meaning of part of speech and some time change the grammatical rule.

From the preceding description in each of the data presentation about English affixes, it can be conclude English affixes have various meaning, among them are "markers" such as noun marker, verb markers, adjective marker, or adverb marker.

From the data presentation above also we can conclude that the affixes which are used in reading comprehension are inflectional suffixes which contains of suffix /-ed/ indicates past which attaches to the verb, /-ed/ as past participle usually attach to the end of the verb III , /ing/ as present participle indicates progressive meaning and adjective meaning, /-s/ indicates plural meaning, usually attaches to a noun, /-er/ as comparative morpheme attach to adjective, /-est/ as superlative morpheme attaches into adjective, /-'s/ as possessive attaches into adjective, and /-s/ mark of third singular person. On the other sides there are derivational affixes, such as; prefix / re-/ , /dis-/ , /a-/ , /in-/ all of them change the meaning of part of speech. The suffix such as; /-ion/ , /-er/ , /-or/ , / ly-/ , /-ment/ , /-al/ , /-ed/ , /-ful/ , /-ive/ , /-ty/ , /-y/ , /-ist/ , /- ity/ , /-ing/ , /-an/ , and /- ancy/. Also there circumfixes which attach into the stem such as; /-multi-, inter- + stem + -al/ and /-multi + stem + -al + -ism/.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion concerning the results of the analysis discussed in the previous chapter and suggestions based on the significance of this research.

#### **5.1 Conclusion**

Based on the analysis in the preceding chapter, the writer concludes that there are many kinds of affixes they suffix, prefix, and infix on the other hand, English does not have this one. Not all of the affixes attached into inflectional. Only suffix attaches into inflectional, while the suffix which follows inflectional is different with suffix or prefix which attached into derivational. Some characteristics which makes different are the inflectional suffix does not change the meaning of part of speech and also the grammatical rule, they are always attached to complete words as the marker of verb, the marker of noun, the marker of adjective, and the marker of adverb. And it is determined by the rules of syntax. Whereas, derivational morpheme are lexical rules of word formation, and it can change the syntactic category of the word.

The other cases which are more important from this study are that this study allows the writer many contributions in learning language, especially in understanding foreign language. There is a lot of information which the writer got after doing the research, among of them are the writer can know and understand well how to make a language communication can be understood easily either

written communication or spoken communication, how to choose the simple word for communication and how to use it well. In communication, in addition, the writer can know derivational word as syntactic rules or meaning from part of speech.

Many steps to make communication easily and understood the spoken and the written communication like reading text, story, magazine, and article, they are, first, knows the vocabularies or words on the text and the meaning of every word, but it is not efficient if we look for the meaning of each word on the dictionary, so that the second step will help us to master the vocabulary, it is know and master the morpheme or the word formation well.

## **5.2 Suggestion**

After doing the analyzing the data, the writer has found that English has many kinds of affixes. They have an important role in determining the meaning of a word. Here, the writer suggests to whom wants to understand reading comprehensively and master the vocabularies ought to have good knowledge about English affixation. Furthermore, the future writers are suggested to conduct the similar subject of research, namely study morpheme focused on bound morphemes. The result of this study may facilitate the students, especially the students of UIN Malang who are interested in learning morphemes.

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| 5  | Bab III                      | 7 – 06 - 2008  |              |
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Malang, Juli 2007

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**Inflectional suffix**

2006/2007 A-B

A. SUFFIX –ED shows the past tense meaning.

| No  | Suffix -ed | Base       | Derived word | Meaning    | Sentence   |
|-----|------------|------------|--------------|------------|--|
| 1.  | -ed        | Live (v)   | Lived (v)    | Past tense | She lived with her aunt and uncle. 4   |
| 2.  | -ed        | Want (v)   | Wanted(v)    | Past tense | They both wanted to go to America. 4   |
| 3.  | -ed        | Decide (v) | Decided(v)   | Past tense | She decided to run way.4   |
| 4.  | -ed        | Knock(v)   | knocked(v)   | Past tense | She knocked but no one answered  |
| 5.  | -ed        | answer(v)  | answered(v)  | Past tense | „  |
| 6.  | -ed        | ask(v)     | asked(v)     | Past tense | Doc, one of the dwarfs asked   |
| 7.  | -ed        | lock(v)    | locked(v)    | Past tense | The old witch locked Hansel in a cage.6  |
| 8.  | -ed        | plan(v)    | planned(v)   | Past tense | She planned to eat both.   |
| 9.  | -ed        | cry(v)     | cried(v)     | Past tense | Each night the children cried and begged the witch to let them go.   |
| 10. | -ed        | beg(v)     | begged(v)    | Past tense | „  |
| 11. | -ed        | peep(v)    | peeped(v)    | Past tense | The stepmother peeped through the window.  |
| 12. | -ed        | pick(v)    | picked(v)    | Past tense | She picked up the broom leaning against the door and crept inside.   |
| 13. | -ed        | return(v)  | returned(v)  | Past tense | They returned to their home.   |
| 14. | -ed        | injure(v)  | injured(v)   | Past tense | The number of people injured the weekend earthquake in the central Sulawesi capital of Palu reached 26. 10 |
| 15. | -ed        | damage(v)  | damaged(v)   | Past tense | The earthquake, measuring 5, 8 in the  |

|     |     |           |             |            |   |
|-----|-----|-----------|-------------|------------|---|
| 16. | -ed | report(v) | reported(v) | Past tense | opened Richter Scale, also damaged or destroyed hundreds of building.<br>Antara News agency reported on Saturday that most of the casualties were adults, injured by collapsing structures. |
| 17. | ed  | place(v)  | (v)         | Past tense |   |
| 18. | ed  | (v)       | (v)         | Past tense |   |
| 19. | ed  | (v)       | (v)         | Past tense |   |
| 20. | ed  | (v)       | (v)         | Past tense |   |
| 21. | ed  | (v)       | (v)         | Past tense |   |
| 22. | ed  | (v)       | (v)         | Past tense |   |
| 23. | ed  | (v)       | (v)         | Past tense |   |
| 24. | ed  | (v)       | (v)         | Past tense |   |
| 25. | ed  | (v)       | (v)         | Past tense |   |
| 26. | ed  | (v)       | (v)         | Past tense |   |
| 27. | ed  | (v)       | (v)         | Past tense |   |
| 28. | ed  | (v)       | (v)         | Past tense |   |
| 29. | ed  | (v)       | (v)         | Past tense |   |
| 30. | ed  | (v)       | (v)         | Past tense |   |
| 31. | ed  | (v)       | (v)         | Past tense |   |
| 32. | ed  | (v)       | (v)         | Past tense |   |
| 33. | ed  | (v)       | (v)         | Past tense |   |

|   |    |  |  |  |  |
|---|----|--|--|--|--|
| . | ed |  |  |  |  |
|---|----|--|--|--|--|

B. SUFFIX -ING shows the progressive meaning.