

**THE INFLUENCE OF STUDENTS' DICTIONARY
USE TOWARDS THEIR AFFIX COMPREHENSION
IN EFL CLASS OF SMA N 12 SEMARANG IN THE
YEAR OF 2016/ 2017**

A THESIS

**Submitted in Partial Fulfillment of the Requirement for Gaining
the Degree of Bachelor of Education
in English Language Education**



**By
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is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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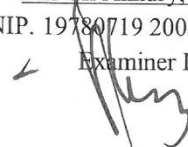
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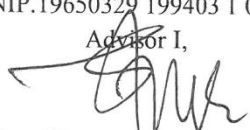
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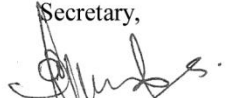
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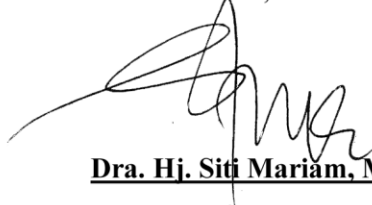
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ABSTRACT

Title :The Influence of students' Dictionary use towards their Affix Comprehension in EFL Class of SMA N 12 Semarang in the year of 2016/2017
Writer : Era Luthfia Nurul Istiqomah
Student Number : 133411017
Study Program : English Language Education

Keywords: *Affixes, Dictionary use, Quantitative Research*

This Thesis discussed the influence of students' dictionary use towards their affix comprehension. This research is to find out students' dictionary use, students' Affix comprehension and The Influence of students' dictionary use towards their Affix comprehension. This research is a quantitative research type, which specified in regression. The population in this research were EFL Class of SMA N 12 Semarang. The total population of the study were 63 students grouped into two classes. The data were collected through Test and Questionnaire and were analyzed using Regression. In this research, the degree of student's dictionary use was 58,2. It means that the category of student's dictionary use was quite. The degree of students' Affix comprehension was 56,6. It means that the category of the students' Affix comprehension was medium. it was found that there was a significant influence between students' Dictionary use and students' affix comprehension. It could be seen from Regression result was $F_{\text{reg}} > F_{\text{table}}$, that was $44,289 > 3,99$ and $Y = 19.62 + 0.635X$. It meant that students' dictionary use had affected students' Affix comprehension. Therefore the hypothesis was accepted. It means that there was quite influence of dictionary use towards their Affix comprehension. From this research, the researcher suggests that teachers have to explain Affix from the word and teach students in choosing word exact on dictionary, the school institution should support teachers to create enjoyable learning, and teacher should be innovative in teaching learning process.

MOTTO

Difficult roads often lead to a beautiful destination

A little is better than none -

DEDICATION

In the name of Allah the beneficent and the merciful. This thesis is dedicate to:

My beloved Father and mother

(Mr. Maskuri (Alm) and Mrs. Niswatin)

My beloved Sister and Brother

(Elya Fatimatuz Zahroh and Erham Nurul Azam)

All of my family members.

All of my teachers who has educated and taught me with great sincerity.

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Alhamdulillah 'alamin, First and foremost I wish to take the opportunity to express my greatest gratitude to the Almighty God is Allah SWT, for giving the strength, health, kindness and blessing us until this thesis can be finished. Second, Shalawat and Salam are given to our beloved prophet Rasulullah Muhammad SAW.

As an ordinary human, I realize that I cannot complete this final project without help, support, cooperation, and encouragement from a lot of people. Therefore, the researcher would like to express the deepest gratitude to:

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9. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis.

Finally, The researcher realizes that this thesis is still far from completeness, so the researcher expects this thesis be useful, especially for the researcher and generally for the readers.

Semarang, 5 January 2018

The researcher

Era luthfia Nurul Istiqomah
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CHAPTER I INTRODUCTION

This chapter explores the introduction of thesis. To reach this goal, the chapter explores some matters including background of the research, the reason why the researcher chooses the topic, objective of the research, and significance of the research for certain agents like students, teachers and researchers. This chapter describes the important subject which is scope of the research.

A. Background of the Research

Language has so many interrelationships with various aspects of human life that it can be studied from numerous points of view. All are valid and useful, as well as interesting in themselves. Linguistics is the science which attempts to understand language from the point of view of its internal structure. It is not, of course, isolated and wholly autonomous, but it has a clearly and sharply delimited field of inquiry, and has developed its own highly effective and quite characteristic method. It must draw upon such science as physical acoustics, communications theory, human psychology, psychology, and anthropology, for certain basic concepts and necessary data. In return, linguistics makes its own essential contributions to these disciplines. But however closely it may be related to other

sciences, it is clearly separated by reason of its own primary concern with the structure of language.¹

In studying English, we must learn the grammatical structure of that language. The grammatical structure of English is very different from the grammatical structure of our language, the Indonesian language. In addition, the morphological process in English is also very different from the Indonesian language. The people who are learning English need to know the English grammar and the English morphological process clearly. Everyone has been created to learn as Allah decrees in verse 1until 5 Al-‘alaq the holy qur’an that:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ
مَا لَمْ يَعْلَمْ ﴿٥﴾

“Read! In the name of your lord who has created (all the exist) 1) He created man from a clot (a piece of thick coagulated blood) 2) Read! And your lord is the most generous. 3) Who has taught (the writing) by pen. 4) he has taught man that which he knew not. 5)” (Al-‘alaq:1-5).

A new word appears not just all of a sudden, but it reflects the multi-aspect correlation between the objects of the reality and

¹H.A. Gleason, *An Introduction to Descriptive Linguistics*,(NewYork:Henry Holt and Company,1995),p.2

a language sign. This understanding gives rise to the belief, that cognitive human activity is not confined just to the use of already existing lexical units, but also includes the ability to form new ones, which can be regarded as an inseparable part of world cognition. Moreover it is easier to trace some cognitive processes in a new derivative than in a unit of a well-established vocabulary. A derivative describes its reference object more vividly than a non-derivative word.²

A word is made up of morphemes which are described by Bloomfield (1933) as linguistic forms that bear no partial phonetic or semantic resemblance to any other form. Nida (1949) sees morphology as the study of morphemes and their arrangements in the formation of words.³

Language is an important means of communication. One way to learn language is to use a morphological analysis. Morphology is the study of internal structure of words. According to Matthew (1991:3) “Morphology is a term for that branch of linguistics which is concerned with the form of words in different

²Larisa, *Word-Formation in the Context of Multi-Disciplinary Cognitive Paradigm*, (IJCRSEE) International Journal of Cognitive Research in Science, Engineering and Education, Vol, No.1, 2013,p.2 available at (<http://www.ijcrsee.com/index.php/ijcrsee/article/view/8/60>) accessed in 25-12-2016)

³Adebola Omolara Adebileje, “A Comparative Description of Affixation Processes in English and Yoruba for ESL Pedagogy”. Manufactured in Finland, 2013, Vol.3 No.10,p.1757 available at (<http://www.academypublication.com/issues/past/tpls/vol03/10/05.pdf>) accessed in 25-12-2016)

use and construction". Morphology has many parts, there are morpheme, lexeme, affixes, and etc. Morpheme is the smallest units of meaning. Lexeme is an abstract vocabulary item. An affix is a morpheme which only occurs when attached to some other morpheme or morpheme such as a root or stem or base. Such as the hadith quoted by the Muslim Bukhari hadith:

بَاب قَوْلِهِ هَلُمَّ شُهَدَاءَكُمْ لَعْنَةُ أَهْلِ الْحِجَازِ هَلُمَّ لِلْوَّاحِدِ وَالْبَائِتَيْنِ وَالْجَمِيعِ
(صحيح بخاري)

"Come here. See them in the language of the hijaz to become a language, two languages and groups. "

From the hadith above, It can be concluded that; We can know that the function of language is very important. When we want to know a people then the first one is to know the language, like the Hijaz. Because one language functions is also a means of supporting the growth and development of culture, science and technology. Therefore, the growth and development of culture and science is also followed by the growth and development of the language as well.⁴

Morphology is one of the most important fields of language to learn. Without knowing the morphology, one would have difficulty and a fatal mistake in arranging or composing sentence

⁴<http://harirmubarok.blogspot.co.id/2013/07/bahasa-perspektif-hadits.html> accessed in 10-06-2017

of paragraph. Lots of students who do not know this, therefore teachers should teach a little about morphology, so that students can position a word class of word, because this science is very important especially in writing skills.

Many types of dictionaries circulating among learners can influence student learning. Because the dictionary used is different, some of the content is also different. In the English lesson class, we can see some of the problems experienced by the students. Many of them are still confused in choosing a word in the dictionary. This can be seen from the results of the tasks it does, especially on writing skill. This all happened because of the lack of their knowledge of affixes.

Morphology is not taught among senior high school, but teachers should give material about affixes to them. Especially affixes commonly used in high school level, such as -er, -ist, re- etc. Affixes are indeed only small components, but these have much influence such as in composing a paragraph. When we do not know affixes at all, this can be fatal in writing texts, because we do not know the word is located as noun or adverb. Here, dictionary is a very important role in learning English. Because from the dictionary we know the meaning, root, affixes and part of speech of the word are sought.

The dictionary is a valuable tool. To take advantage of it, you need to understand the main kinds of information that a

dictionary gives about a word.⁵ Dictionary use studies support the idea that looking up words can increase less proficient learners' coverage of the text and enable their comprehension. In other words, dictionary use helped these learners reach the comprehension threshold (Knight, 1994). As indicated by the results of Bensoussan et al.'s study (1984), less proficient students would prefer to use bilingual dictionaries and would use them more than more proficient students.⁶

Dictionary plays an important role in learning a language. A good dictionary consists of the various parts of speech and it also acts as a reference for the purpose of an excellent and accurate language (Deraman, 1994:3). The development of a language can be observed through the dictionary. The creation of dictionary reflects the progress and expansion of a language and knowledge. Its development has been going on for several eras from traditional book to the use of technology such as computerized dictionary or electronic dictionary (Karim, 1994). The field of lexicography or dictionary development has already achieved its advanced maturity stage.

Dictionaries of other languages might include many fewer complex words than English dictionaries typically do. For

⁵John Langan, *English Skills with Readings*, (New York: McGraw-Hill, 2002), Page. 500.

⁶Zahra Akbari, *EFL Dictionary User's Skill and Their Reading Comprehension Skills: A Mutual Relationship*, Vol.6 No.3,2014,p.150 available at (<https://www.researchgate.net/publication/302573062>) accessed in 28-12-2016)

example, if a language has very regular rules of word formation such that both the form and the resulting meaning of a complex word are perfectly predictable, the dictionary will have no need to list all complex words in separate entries. All it needs to do is list individual morphemes with their meanings (and perhaps some indication of how they combine). But the less predictable the form and meaning of complex words are, the greater the need to put them in the dictionary.⁷

Mohamad (2003:115) in his research found that the use of dictionary in high school was unsatisfactory. It was also found that the Arabic teacher did not make full use of the dictionary when teaching in class. The purpose of the dictionary is to help users to get the information accurately. However, students do not refer to the dictionary due to several problems. According to Hassan (1999:114), the reasons are; there were too many meaning of the root word, difficulty in searching for the root word and classic word. He also stated that similar problem occurs in the use of English dictionary especially on pronunciation.⁸

Based on the background of the research above the researcher conducted a research entitle “The Influence of students’

⁷Rochelle Lieber, *Introducing Morphology*,(New York: Cambridge University,2009), p.29

⁸Che Abdul Majid and Hassan Basri.A.M, *The Development of E-dictionary for the Use with Maharah al-Qiraah Textbook at a Matriculation Centre in a University in Malaysia*, Vol.10 No.3,2011,p.257-258 available at (<http://www.tojet.net/articles/v10i3/10329.pdf> accessed in 3-1-2017)

affix comprehension towards their dictionary use in EFL Class SMA N 12 Semarang in the academic year of 2016/2017”.

B. Reason for Choosing the Topic

The Researcher chooses this topic due to the following reasons:

1. Affix an important thing that must be considered in the preparation of the text, and it is often overlooked by most users of languages, especially English.
2. The number of Dictionary users less understanding Affix and word classes in a word.

C. Research Question

1. How is students' dictionary Use of EFL Class of SMA N 12 Semarang?
2. How is students' Affix Comprehension of EFL Class of SMA N 12 Semarang?
3. Is there any significant influence of students' dictionary use towards Affix Comprehension in EFL Class of SMA N 12 Semarang in the Academic Year of 2016/2017?

D. Objective of the Research

Based on the research questions, the objective of the research is to find out as follow:

1. To find out the students' dictionary use of EFL Class of SMA N 12 Semarang in the Academic Year of 2016/2017
2. To find out the students' Affix comprehension of EFL Class of SMA N 12 Semarang in the Academic Year of 2016/2017
3. To know The Influence of students' dictionary use towards Affix Comprehension of EFL Class of SMA N 12 Semarang in the Academic Year of 2016/2017

E. Scope of the Research

In this research the researcher focused this study only on derivational words especially on affixes of word provided in dictionary, Students' dictionary use here It means that focus on students' comprehension in choosing word exactly in dictionary.

F. Significance of the Research

1. For students

The result of this research is expected to be useful for students to comprehend vocabulary especially in uses the derivative words. The students can use this research as a reference to understand vocabulary and how to apply of using dictionary.

2. For English teacher

By doing this research, the researcher hopes that the result of the research will be useful to give contribution of developing English teaching vocabulary especially in using dictionary and notice the affixes vocabulary. Moreover, the

researcher hopes teachers can use media as an alternative way in teaching vocabulary. Therefore, the students will get better achievement.

3. For Next researcher

The researcher really expects the result of this research can give valuable contribution to the future researchers who are interested the affixes. The next researchers are suggested to develop this research to get more understanding about the word class and how it is applied in life.

4. For General readers

The finding of this research is expected to be useful for the readers to enrich their knowledge about affixes especially to understand of derivative word in the dictionary. In addition they can use dictionary in a better way.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed some theories related to the research. They are previous research, literature review, and Hypothesis.

A. Previous Research

Considering the topic discussed in this research, there are some studies have been done related to this topic. They are:

1. Azmi⁹ identified the kinds of affixes used in Tempo Magazine January 2013 edition and described the forms and meaning of each. This study used descriptive qualitative research and this research employed documentation and observation methods to get the data. Then, the technique of data analysis are identifying the words which included of affixes, analyzing the words that are containing affixes, and drawing conclusion based on data analysis. The data are words consisting affixes taken from the articles on the magazine. There are three articles which are entitled: “New routes for the postman”, “Living with Risk”, “Indonesia Partnership Landscape” as object of the study. The research showed that the types of affixes and the data of this research consist 310 English

⁹Yuwaida Azmi(A 320090199), *A Morphological Analysis of Affixes Used in Tempo Magazine January 2013 edition*,(Surakarta: Universitas Muhammadiyah Surakarta, 2013),available at http://eprints.ums.ac.id/24805/13/02_Publication_Article.pdf accessed in 28-01-2017

affixes include prefix “in-” which changes the meaning. The Similarities of this study is analyzed about (1) The Kind of Affixes (2) The Meaning of Affixes. The Differences of this research is Analyzed the affixes of the magazine but the researcher will discuss about understanding the affixes in dictionary.

2. Shufen Huang and Zohreh Islami¹⁰ identified this study provides insight into the use of dictionaries and contextual guessing by advanced English-language learners. This report identifies dictionary use and contextual guessing strategies used by these learners most often and least often. Participants were 100 international graduate students at a large southwestern U.S. university who completed a vocabulary learning strategy questionnaire. The results indicated that these learners consulted a dictionary most often to find out the pronunciation of a new word and least often to learn the frequency of use and appropriate usage of an unknown word. Participants most often based their guesses of a word’s meaning from the paragraph’s main ideas and background information. Using the meaning of individual parts of an

¹⁰Shufen Huang and ZohrehEslami, “*The Use of Dictionary and Contextual Guessing Strategies for Vocabulary Learning by Advanced English-Language Learners*”, Canadian Center of Science and Education, Vol.3 No.3, 2013,p.1 available at(<file:///C:/Users/Win32/Downloads/28920-97072-1-SM.pdf>) accessed in 9-5-2017

unfamiliar compound word (such as note-book) and the part of speech of a new word were the least-used guessing strategies.

3. Al- Darayseh¹¹ identified A journal is aimed at activating the use of English language dictionaries by English majors. It mainly tries to find out students' skills in using dictionaries, the difficulties students encounter while using their dictionaries, and the type of the used dictionaries. The population of the study consists of all English majors at Al-Imam University, while the specific sample of the study consist about 60 male students selected randomly out of the third and fourth- year English majors at the same university. The subjects of the study were asked to fill in a questionnaire designed by the researcher himself. This questionnaire included about 30 items divided into three domains: dictionary uses, difficulties of using dictionaries, and the types of the used dictionaries. The gathered data were statistically analyzed, and the results were discussed and commented on. The similarity of this study is analyzed about the difficulties students encounter while using their dictionaries. The differences of this research, the problem of dictionary user about understanding of Affixes of word in Dictionary.

¹¹Al-Mu'tassim A. Al-Darayseh, *Activation of Using English Dictionaries by English Majors at Al-Imam University: Uses, Difficulties, and Types of Used Dictionaries*, (Saudi Arabia: Al-Imam Mohammad Bin Saud University, 2013) Vol. 3 No.3, available at <http://www.academypublication.com/issues/past/tpls/vol03/03/04.pdf> accessed in 13-2-2017

From the result of previous researchs, researcher had not found studies that focus on influence of students' dictionary use towards affixes comprehension their. Therefore, the focus on the previous research in this thesis are different from the previous studies where researcher in this thesis focuses more on The influence of Students' dictionary Use towards their Affix Comprehension of EFL Class of SMA N 12 Semarang.

B. Theoretical Review

1. Concept of Dictionary use

1.1 Dictionary

a. Definition of Dictionary

Jackson in Adriana and Ovidiu states that the dictionary as alphabetical lists of words followed by pronunciation information, definitions, and etymology. A dictionary is a reference book about words. It is a book about language. People consult them to find out information about words.

Another definition about dictionaries is stated by Tarp his states that dictionary is utility products or tools which are, or should be, designed to satisfy certain human needs. Besides that, dictionaries are tools for autonomous learning. According to T. Herbst and G. Stain as cited in Tores and Ramos state that dictionaries are a tool of achievement control. The dictionary is an institution which enables language learners to check their own knowledge, and to

eliminate weaknesses in spelling, pronunciation, grammar and meaning. The dictionary is a tool that will help learners when they are away from the classroom teacher and guide them towards further independent study. It can be concluded that dictionary is a tool to learn language independently which can be used to check their own language and avoid some weaknesses in spelling, pronunciation, grammar and meaning.¹²

From the definition above, it can be concluded that dictionary is a book which consists of alphabetically list of words that display information about definition, spelling, grammar, pronunciation, etymology, and usage of words.

b. Types of Dictionary

Different types of dictionaries (monolingual and bilingual) have their own distinct advantages. Although a monolingual dictionary generally provides more in-depth explanations pertaining to the function of vocabulary in context (Albus et al., 2005), it requires a large amount of vocabulary and grammatical knowledge to understand the meaning of an unknown word. On the other hand, a bilingual dictionary supplies meaning in an accessible fashion, which

¹²Rohmatillah, *Dictionary Usage In English Language Learning*, Vol.9No.1,2016,p.187 available at <https://media.neliti.com/media/publications/59887-EN-dictionary-usage-in-english-language-lea.pdf> accessed in 5-1-2017)

can be bi-directional (i.e., English to first language and first language to English) (Nation, 2001).¹³

To many people, when a “dictionary” is used by language learners, it means a “bilingual dictionary” Although monolingual learners’ dictionaries are particularly well developed in English, there is overwhelming evidence for the use of bilingual dictionaries.¹⁴

c. Learner’s Dictionary use problems

There are many problems of dictionary use in learning activity. *First*, Learners choose definition that did not fit in the given context, it was either the meaning they first learnt for the word or it was the first meaning in the word entry. *Second*, learners did not pay attention to the part of speech of the new words. Student less understand the part of speech of word can change the meaning and understanding of sentences. *Third*, the new word was not recognized as part a meaningful phrase. The word by itself is considered as a unit of meaning. Moreover there are still many other problems such the learners

¹³Shufen Huang and ZohrehEslami, “*The Use of Dictionary and Contextual Guessing Strategies for Vocabulary Learning by Advanced English-Language Learners*”, Canadian Center of Science and Education, Vol.3 No.3, 2013,p.2available at(<file:///C:/Users/Win32/Downloads/28920-97072-1-SM.pdf>) accessed in 9-5-2017

¹⁴Al-Mu'tassim A. Al-Darayseh, *Activation of Using English Dictionaries by English Majors at Al-Imam University: Uses, Difficulties, and Types of Used Dictionaries*, Vol 3 No.3, 2013,p. 12-13 available at <http://www.academypublication.com/issues/past/tpls/vol03/03/04.pdf> accessed in 13-2-2017

could not often find certain words in the dictionary; particularly the specialized words and they also had difficulty in finding the exact meaning of sub-technical vocabulary.¹⁵

2. General Concept of Affixes Comprehension

2.1 Morphology

a. Definition of Morphology

The term morphology is generally attributed to the German poet, novelist, playwright, and philosopher Johann Wolfgang Van Goethe (1749–1832), who coined it early in the nineteenth century in a biological context. Its etymology is Greek: morph- means ‘shape, form’, and morphology is the study of form or forms. In linguistics morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed. mor·phol·o·gy: a study of the structure or form of something (Merriam-Webster Unabridged)¹⁶

The study of the internal structure of words, and of the rules by which words are formed, is morphology. This word itself consists of two morphemes, morph + ology. The suffix -ology means ‘branch of knowledge,’ so the meaning of

¹⁵Zahra Akbari, *EFL Dictionary User's Skill and Their Reading Comprehension Skills: a Mutual Relationship*, Vol.6 No. 3, 2014, p.152-153 available at (<https://www.researchgate.net/publication/302573062> accessed in 28-12-2016)

¹⁶Mark Aronoff and Kirsten Fudeman, *Morphology and Morphological Analysis*, (Blackwell), p.1

morphology is ‘the branch of knowledge concerning (word) forms.’ Morphology also refers to our internal grammatical knowledge concerning the words of our language, and like most linguistic knowledge we are not consciously aware of it.

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Morphology is one of linguistic field. According to Katamba, “Morphology is the study of the internal structure of words”(1993:2).¹⁸ Morphology is the study of Word Structure.¹⁹Morphology is the study of word formation, including the ways new words are coined in the languages of the worlds, and the way forms of words are varied depending on how they’re used in sentence.²⁰

Morphology is the study of the internal structure of words. Somewhat paradoxically, morphology is both the oldest and one of the youngest sub disciplines of grammar. It is the oldest because, as far as we know, the first linguists were primarily morphologists.²¹

¹⁷VictoriaFromkinetc, *An Introduction to Language*,(New York:Wadsworth,2011),p.37

¹⁸AfifahRahmawati, Skripsi S-1: *Word Formation Processes on Slang Words Used by Transsexual*, Humanity Faculty, UniversitasDiponegoro, 2012, p.6

¹⁹Francis Katamba,*Morphology*,(New York: Martin Press, 1993), p. 19

²⁰Rochelle Lieber,*Introducing Morphology*, (New York: Cambridge University press, 2009),p. 2

²¹Martin Haspelmat-Andrea D.Sims, *Understanding Morphology*, (London: Hoddar Education,2010),p.1

Based on the definition above, it can be concluded that morphology is study of class word, form of word and changes words.

b. Definition of Morphemes

The elemental unit of morphological analysis is the Morpheme.²²The Morphemes is the smallest difference in the shape of a word that correlates with the smallest difference in a word or sentence meaning or in grammatical structure.²³ A morpheme is the smallest element in the expression which has direct relationship with any point in the content system.²⁴ The linguistic term for the most elemental unit of grammatical form is morpheme. The word is derived from the Greek word *morphe*, meaning ‘form’.²⁵

A definition of the morpheme which has become particularly influential in modern linguistics is the one of offered by Bloomfield (1933:161): “A linguistic form bears no partial phonetic-semantic resemblance to any other form, is a simple form or morpheme” This classic definition is better known in its alternative and somewhat more restrictive

²²Stephen R. Anderson, *A Morphous Morphology*,(New York: Cambridge University, 1992),p.49

²³Francis Katamba, *Morphology*, (New York: Martin Press, 1993),p.24

²⁴H.A. Gleason, *An introduction to Descriptive Linguistics*, (New York: Henry Holt and Company, 1995),p.79

²⁵Victoria Fromkinetc, *An Introduction to Language*,(New York:Wadsworth,2011),p.37

version: the morpheme is “the smallest individually meaningful element in the utterance of a language” (Hockett 1958:123).²⁶

If the morpheme is described as the smallest meaningful unit in the structure of a language, care must be taken not to misconstrue the words “meaningful” or “meaning”. “meaning” is intended to represent the relationship which exists between morphemes as part of the expression system of language and comparable units in the content system of the same language. A morpheme is the smallest unit in the expression system which can be correlated directly with any part of the content system.²⁷

According to the definitions above, can be concluded morphemes is the minimal meaningful units that are used to form words.

c. Types of Morphemes

There are two classes of morphemes. A free morpheme called a “stem” or “base”) is one which can meaningfully occur alone, e.g. *book, pencil, happy*. There are also morpheme that must always occur with a base, e.g. “plural” morpheme in books cannot occur alone as s, except in a sentence like *the “s” in “book” express plurality*. Such morphemes are called

²⁶Bogdan Szymanek, *Introduction to Morphological Analysis*, (Warszawa: Państwowe wydawnictwo naukowe, 1989), p.14

²⁷H.A.Gleason, *An Introduction to Descriptive Linguistic*, (New York: Henry Holt and company, 1955), p.54

bound morphemes.²⁸The morphemes that can stand on their own are called free, and ones that cannot are bound.²⁹

Some of the morphemes can stand alone as words: *wipe, head, bracelet, McDonalds*. These are called **Free Morphemes**. The morphemes that cannot stand alone are called **bound morphemes**.³⁰

The field of morphology is conventionally divided into two subcomponents: **Inflectional and Derivational morphology**. The division can be related to already familiar distinction between word-forms and lexemes. Thus, while derivation can be used to deal with the methods of forming new lexemes from the already existing ones (or, alternatively, from morphemes), inflectional concerns the production of word-forms corresponding to a given lexeme (on most accounts, 'derivation' or more precisely, 'lexical derivation' is then equivalent to the more traditional term 'word formation'). Inflection is associated with the marking of such morpho-syntactic categories as number, person, gender, aspect, tense, voice, and mood.³¹

²⁸Lim Kiat Boey, *An Introduction to Linguistics for the Language Teacher*, (Singapore: Singapore University, 1975), p.38

²⁹Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and their Structure*, (Scotland's: Edinburg University Press, 2002), p.18

³⁰Rochelle Lieber, *Introducing Morphology*, (New York: Cambridge University Press, 2009), p.33

³¹Bogdan Szymanek, *Introduction to Morphological Analysis*, (Warszawa: Panstwowywedydawnictwonaukowe, 1989), p.20

In the Germanic portion of the vocabulary, the root of a complex word is usually free. Of the noun-root morphemes in the words that we have looked at so far those that precede the root (like *-en* in *enlarge*) are called **Prefixes**, while those that follow it are called **suffixes** (like *-ance* in *performance*, *-ness* in *white-ness*, and *-able* in *readable*).³² There are types of Morphemes are used in morphology, such as:

- 1) **Root**; A root is the irreducible core of word, with absolutely nothing else attached to it. It is the part that is always present, possibly with some modification, in the various manifestations of lexeme. For example, Walk is a root and it appears in the set of word forms that instantiate the lexeme WALK such as Walk, Walks, walking and walked.
- 2) **Affixes**; An affix is a morpheme which only occurs when attached to some other morpheme or morphemes such as a root or stem or base.
- 3) **Stems**; The stem is that part of a word that is existence before any inflectional affixes.
- 4) **Bases**; A base is any unit whatsoever to which affixes of any kind can be added.³³

³²Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their structure*, (Scotland's: Edinburg University Press, 2002), p.20

³³Francis Katamba, *Morphology*, p. 41-45

2.2 Affixation

a. Definition of Affixation

Affixation is probably the most frequent and widespread method of producing morphologically complex words in human language. In general, it may be defined as the combination of a bound (Derivational or Inflectional) morphemes with a stem or root.³⁴ According to (Adebola Omolara) a process where new words are formed through the addition of morphemes is referred to as affixation.³⁵

Most of the example of morphologically complex words that we have seen so far can be neatly segmented into roots and affixes, and are therefore concatenate patterns. In process terms, these can be described as derived by affixation (subtypes suffixation, prefixation, etc.) and compounding. Affixation involves more than just combining two morphemes. A rule of affixation is also statement about which types of morphemes may combine.³⁶

³⁴Bogdan Szymanek, *Introduction to Morphological Analysis*, (Warszawa: Panstwowy wydawnictwo Naukowe, 1989). P. 62

³⁵Adebola Omolara, *A Comparative Description of Affixation Processes in English and Yoruba for ESL Pedagogy*, Vol.3 No.10,p.1757, 2013 available at (<https://www.researchgate.net/publication/276020837> accessed in 4-1-2017)

³⁶Martin Haspelmat-Andrea D.Sims, *Understanding Morphology*, (London: Hoddar Education,2010),p.34

b. Definition of Affixes

Word-forms in an inflectional paradigm generally share (at least) one longer morpheme with a concrete meaning and are distinguished from each other in that they additionally contain different shorter morphemes, called *affixes*.³⁷ An umbrella term for prefixes and suffixes (broadly speaking, for all morphemes that are not roots) is affix.³⁸

Crowley said that affixes are morphemes that are not free, in that must always be attached to a root morpheme. Meanwhile Procter (1980:15) says “affix is a group of letters or sounds added to the beginning of a word or the end of the word”. An affix is basically a morpheme which is generally attached to the base morpheme, which is either the root or to a stem in order to add to the formation of a word. Affix is something that is very derivational like English -ness and pre-, or inflectional, such as English plural –s and past tense –ed.³⁹

Based on the statement above, researcher concludes that affixes are morphemes which are not clearly lexical meaning and it is attached in root morpheme.

c. Types of Affixes

³⁷Martin Haspelmat-Andrea D.Sims, *Understanding Morphology*, p.20

³⁸Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and their structure*,(Scotland’s: Edinburg University Press,2002),p.20

³⁹<http://reference-definitions.blurtit.com/70827/what-is-an-affix>accessed in 14-1-2017

There are three types of affixes. We will consider them in turn: **Prefix** is an affix attached before a root or stem or base like re-, un- and in-: re-make, un-kind, in-decent. **Suffix** is an affix attached after a root (or stem or base) like -ly, -er, -ist, -s, -ing and -ed. Example: Kind-ly, wait-er, book-s, walk-ed. **Infix** is an affix inserted into the root itself.⁴⁰

d. Kind of Affixes

Affixes are one of the important components in the language that we must know, without understanding affixes will have a major effect in the preparation of a sentence or paragraph. With the existence of the kind of affixes table below can help to understand the position and meaning of a word.

Table 2.1
Affixes (Prefix and Suffix)

No	Prefixes	Suffixes	Part of speech	Meaning
1.	A-		Adj	Without
2.	Anti-		Adj	Against
3.	Bi-			Two, twice
4.	Col- Com- Con-			With
5.	De-			Opposite action
6.	Dia-			Across

⁴⁰Francis Katamba, *Morphology*, p. 44

7.	Dis-		V	Opposite of, not
8.	E-			Electronic
9.	Eco-			Relating
10.	En- Em-			Cause to
11.	Ex-			Previously
12.	Extra-			Very
13.	Fore-			Before
14.	Hyper-			Having too much
15.	Il- Im- In- Ir-		Adj	Not
16.	In- Im-			In, movement to
17.	Inter-			Between
18.	Macro-			Large in size or scope
19.	Micro-			Small in size or scope
20.	Mis-		V	Wrongly, bad
21.	Mono-			One
22.	Multi-			Many
23.	Non-		Adj/N	Not
24.	Over-			Over, above, too much
25.	Post-			After
26.	Pre-		V/N/ Adj	Before
27.	Re-		V	Again
28.	Super-			Above, bigger
29.	Ultra-			Extreme
30.	Un-		Adj/ V	Not
31.	Under-			Beneath, insufficient

32.		-ment	N	Action, process
33.		-ness	N	Quality or state of
34.		-ion	N	The act of doing something
35.		-tion	N	
36.		-ty	N	State of
37.		-al	N	Has property of
38.		-ance	N	
39.		-hood	N	Period
40.		-dom	N	
41.		-ful	N	Full of
42.		-er	N	One who
43.		-age	N	
44.		-sis	N	
45.		-ism	N	
46.		-ity	N	The state of being something
47.		-ant	N	
48.		-ship	N	The state of being something
49.		-th	N	
50.		-ly	Adv	In a way that
51.		-ily	Adv	
52.		-ely	Adv	
53.		-ize	Adj	Bring about a state or condition
54.		-ise	Adj	
55.		-ate	Adj	To make, have, become
56.		-ent	Adj	

57.		-en	Adj	Made of
58.		-ify	V	Give something a quality
59.		-fy	V	
60.		-ive	V	Has quality of
61.		-ct	V	
62.		-ish	V	Like, Similar to
63.		-able	V	Can be done
64.		-ous	V	Having
65.		-ing	V	
66.		-ic	V	Connected with
67.		-y	V	
68.		-er	Adj	Comparative
69.		-less	Adj	Without

A table above is about Affixes are general. From this table students know about the position of word and it derivation.⁴¹

C. Research Hypothesis

“Hypothesis consists of words ‘hypo’ and ‘thesis’. ‘Hypo’ is under or less or weak. ‘Thesis’ is theory or proposition that showed as a proof.” According to Suharsimi Arikunto, hypothesis is a temporary conclusion or opinion which has not proved and which is supposed to be true after being proved by using qualified instruments.⁴²

⁴¹http://web2.uvcs.uvic.ca/elc/sample/beginner/gs/gs_55_1.htm accessed in 5-06-2017

⁴²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 2006),p. 71.

The researcher assumes that hypothesis of this research is: there is a significant influence of students' dictionary use towards their affix comprehension in SMA N 12 Semarang. In other words, the better of students' Dictionary Use so better students in understanding affixes.

CHAPTER III

RESEARCH METHOD

This chapter discusses source of data, research design, research setting, sample and sampling technique of research, variable and indicator of research, data collection technique and data analysis technique

A. Research Approach

This research is quantitative field research. Quantitative research is a process of research to find the knowledge that used the data in the form of numbers as a tool to find information about what do you want to know. This research used a statistical technique of regression analysis used to predict changes the value of the dependent variable, the value of the independent variable manipulated.⁴³ The result of the analysis is then interpreted to find out the influence of students' dictionary use towards their affix comprehension.

B. Research Setting

This research was undertaken on 15th of June 2017 until 19th of June 2017 at SMA N 12 Semarang, which is located on Gunung pati street, Semarang. In order to find out the solution to the problems posted in the previous chapter, the researcher needs some data.

⁴³Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 260

C. Population and sample

The population of this research is the EFL Class of SMA N 12 Semarang which consists of two classes and the number of students is 63.

As for the Sample, the researcher used saturated sampling. According to Suharsimi arikunto there are two ways in deciding a sample. If population is less than 100, all population can be a sample and if the population is more than 100, can take 10%-15% or 20%-25% from all population as a sample.⁴⁴ In this research, the researcher took sample from the EFL Class students of SMA N 12 Semarang as many as 63 students.

Table 3.1
Total research Respondent

No	Class	Total
1	X Bahasa	35
2	XI Bahasa	28
Total		63

D. Variable and indicator

Based on the description above, there are two types of variables in this research there are as follow.

1. Independent Variable (x)

Independent variable (Predictor) is the variable that influences because of the change or emergence of the

⁴⁴Suharsimi Arikunto, *Prosedur Penelitian suatu Praktik*, (Jakarta:RinekaCipta, 2006), p. 20

dependent variable”⁴⁵.The independent variable this research is students’ *dictionary use*, Variable (X), and the indicators are:

Frequency activity statement

- Dictionary make a great change on vocabulary.
- The use of dictionary whenever.

The length activity statement

- The dictionary used in day
- Finding out the vocabulary quickly

Attitude Statement

- The Dictionary helps to know more about vocabulary and other element.

The interest statement

- The types of dictionaries in terms of language
- The use of types of dictionary in terms of language

The difficulties statement

- Instruction received in dictionary use.
- The reason for preference of an electronic dictionary to paper dictionary.

2. Dependent Variable (y)

Dependent variable (Responds) is variable affected or becoming the result because of the existence of the

⁴⁵Sugiyono, *Statistika untuk Penelitian*,(Bandung: CVAlfabeta,2005), p.3

independent variable⁴⁶ Dependent variable in this research is Students' Affix comprehension, Variable (Y), and the indicators are:

Placement of Affixes

- 1) Students understanding the formation of word.
- 2) Students can separate between the root and affixes from word.
- 3) Students understanding the positions of affixes are used.

Introducing Class word

- 1) Students understanding the Class word.
- 2) Students understanding the Part of speech.
- 3) Students understanding the meaning of word based on the class word.

E. Data Collection Technique

In this research the researcher used two ways in the collecting data, they are as follow.⁴⁷

1). Questionnaire

In this research, the result of Questionnaire is used to measure Variable (X) of this research is about students' Dictionary use. The questions consist of positive question and negative question.

⁴⁶Riduwan, *Skala Pengukuran Variable-Variable Penelitian*, (Bandung: Alfabeta, 2009), p.25.

⁴⁷Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2009)

2). Test

There are several kinds of test instruments in data collection, include: personality tests, aptitude tests, achievement tests, intelligence tests, and attitude test. In this research is achievement test and the test Shaped table that there are several columns. In the first column there are some words where students are expected to complete an empty columns containing root, affixes either prefix or suffix and meaning in Indonesian language a word which is determined. Test is used to measure Variable (Y) is students' Affix Comprehension.

F. Data Analysis Technique

The data analysis method that was used in this research is quantitative analysis. Analysis of the data was used to determine the influence of Students' dictionary use towards their Affix Comprehension in SMA N 12 Semarang especially EFL Class, as for the step is as follow.

1. Descriptive Analysis

To analyze the data of this research, researcher used the statistical analysis techniques in calculating the value and quantity by giving an assessment of the answers to the Questionnaire that has been distributed to the respondents, where each item is given alternative of answers with score that is unequal.

a.) For an alternative "Strongly agree" answer was given a score of 4

- b.) For an alternative answer "Agree" was given a score of 3
- c.) For alternative "less agree" answers was given a score of 2
- d.) For an alternative "Disagree" answer was given a score of 1

As for the students' score of Affixes comprehension for the correct answer each column got 1 point. the score as follow.

- For the correct answer is "4" columns get 4 point
- For the correct answer is "3" columns get 3 point
- For the correct answer is "2" columns get 2 point
- For the correct answer is "1" column get 1 point

Next this Score made in the tables form, then serve as the basic for calculating statistics in the next step. Research Instrument test includes two things, as follow.

a. Validity of Test Instrument

The valid nature is shown by the high validity of a test result .An Invalid tool will provide misinformation about the subject state or individuals subject to the test. If the information is wrong used as a basis for consideration in making a decision, then the decision is certainly not a right decision. To determine the validity of the instrument the researcher used the product moment correlation formula is:⁴⁸

$$r_{xy} = \frac{N (\sum XY) - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

⁴⁸Eko Putro Widoyoko, *Evaluasi Program Pembelajaran*,(Yogyakarta: PustakaPelajar, 2009), p. 137

- r_{xy} = Coefficient Correlation Between X and Y
 N = Number of Cases
 $\sum XY$ = Total Score X and score Y
 $\sum X$ = Total Scorer X
 $\sum Y$ = Total score Y⁴⁹

In this research not all of instrument is valid. To get good results in instrument validation, researchers use the principle of representation which means to represent. It means that all instrument is valid has represented another item of invalid instrument.

Validity test was performed using the Pearson product moment with tools SPSS program version 16.0 with guidance: If r arithmetic $>$ r table then the item is considered valid and conversely, If r arithmetic $<$ r table Then the item is said to be invalid. The research instrument was tested to 63 students (respondent) with 5% significant level, then got r table 0,360. Data validity test results tested are as follow.

Table 3.2
Validity of Dictionary use (x)

Criteria	r_{table}	Number of question	Total
Valid	0,360	1, 2, 3, 4, 5. 6. 7. 8. 9. 10, 11, 12,13,14, 15, 16, 17, 18,19, 20, 21,	21

⁴⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2013), p. 213.

Invalid	0.360	22	1
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Table 3.3
Detail of Dictionary use Validity

No	Validity		Statement
	r hitung	r table 5%	
1.	0,454	0,367	Valid
2.	0,535		Valid
3.	0,379		Valid
4.	0,457		Valid
5.	0,478		Valid
6.	0,522		Valid
7.	0,625		Valid
8.	0,589		Valid
9.	0,613		Valid
10.	0,497		Valid
11.	0,441		Valid
12.	0,560		Valid
13.	0,539		Valid
14.	0,471		Valid
15.	0,501		Valid
16.	0,621		Valid
17.	0,554		Valid
18.	0,442		Valid
19.	0,487		Valid

20.	0,387		Valid
21.	0,518		Valid
22.	0.283		Invalid

Table 3.4

Validity of Affix comprehension (y)

Criteria	r_{table}	Number of question	Total
Valid	0,360	1, 2, 3, 4, 5. 6. 7. 8. 9. 10, 11, 12,14, 15, 16, 17, 19, 20, 21, 23, 25, 26, 28, 29	24
Invalid	0.360	13, 18, 22, 24, 27, 30	6

Table 3.5

Detail of Affix Validity

No	Validity		Statement
	r_{hitung}	$r_{table} 5\%$	
1.	0,562	0,367	Valid
2.	0,614		Valid
3.	0,528		Valid
4.	0,541		Valid
5.	0,437		Valid
6.	0,591		Valid
7.	0,386		Valid
8.	0,404		Valid

9.	0,403		Valid
10.	0,380		Valid
11.	0,631		Valid
12.	0,503		Valid
13.	0,116		Invalid
14.	0,396		Valid
15.	0,598		Valid
16.	0,474		Valid
17.	0,379		Valid
18.	-0,003		Invalid
19.	0,402		Valid
20.	0,369		Valid
21.	0,369		Valid
22.	0.138		Invalid
23.	0,576		Valid
24.	0,350		Valid
25.	0,368		Valid
26.	0,372		Valid
27.	0,186		Invalid
28.	0,484		Valid
29.	0,399		Valid
30.	0,077		Invalid

After validity items had been done, the next analysis was to test the reliability of the instrument. It was done to find out

b. Interval Total (K)

$$K = 1 + 3.3 \log N^{51}$$

c. Range

$$R = H - L + 1$$

R = Range

H = Highest score

L = Lowest score⁵²

d. Interval Class (i)

$$i = \frac{R}{K}$$

i = Interval

e. Look for the Mean with formula $Me = \frac{\sum fXi}{n}$

f. Look for the quality of the students' dictionary use and the students' affix comprehension in EFL Class of SMA N 12 Semarang.

2. Hypothesis Analysis

The hypothesis analysis verification test of this research used regression analysis. The steps in conducting regression analysis are as follow.

a. Looking for correlations and significance

⁵¹Sugiono, *Statistik untuk Penelitian* (Bandung: Alfabeta, 2014), p. 35

⁵²Shodiq, *Aplikasi Statistika dalam Penelitian Kependidikan*, (Semarang: CV Karya Abadi Jaya, 2016), p. 44

Looking for the correlation between criterion and predictor by using technique of correlation product moment. The formula is as the following:

$$r_{xy} = \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{n \Sigma x^2 - (\Sigma x)^2\}\{n \Sigma y^2 - (\Sigma y)^2\}}}$$

After doing the product moment correlation test, the results obtained was consulted with *rtabel* at a significance level of 5% and 1% with the following assumptions:

- a) If $r_{xy} > rtabel$ (5% and 1%) It is significant a meaning that the hypothesis is accepted
- b) If $r_{xy} < rtabel$ (5% and 1%) It is significant a meaning the hypothesis is rejected.

b. Looking for Regression similarity

Looking for regression equation line with simple regression formula is as the following

$$\hat{Y} = a + bx$$

Y = the subjects in the dependent variable predicted.

X = Predictor

a = Predictor Coefficient

K = Constant

To look for Y the researcher must look for coefficient *a* and K with the following formula.

$$b = \frac{n \cdot \Sigma XY - \Sigma X \cdot \Sigma Y}{n \cdot \Sigma X^2 - (\Sigma X)^2} \qquad a = \frac{\Sigma Y - b \cdot \Sigma X}{n}$$

Looking for the F score is using deviation score with the following formula:

Varian source	Db	JK	RK	F _{reg}
Regresi (reg)	1	$\frac{(\Sigma xy)^2}{\Sigma x^2}$	$\frac{JK_{reg}}{db_{reg}}$	$\frac{RK_{reg}}{RK_{res}}$
Residu (res)	N - 2	$\Sigma y^2 - \frac{(\Sigma xy)^2}{\Sigma x^2}$	$\frac{JK_{res}}{db_{res}}$	
Total	N - 1	Σy^2		

N = amount of respondent

db = Acquitted quadrate

Jk = quadrate amount

RK = mean of quadrate amount

F = score of F in regression

From the result above the researcher interpreted that category based on the following statement:

0,900 – 1,000 means very high correlation

0,700 – 0,899 means high correlation

0,400 – 0,699 means enough correlation

0,200 – 0,399 means low correlation

0,000 – 0,199 means very low correlation⁵³

⁵³Shodiq, *Aplikasi Statistik dalam Penelitian Kependidikan*, p.114

3. Advanced analysis

Advanced analysis is the further processing from the analysis hypothesis test. Having obtained the regression equation line between the variables X and Y, then the next step is to connect between $F_{\text{arithmetic}}$ with F_{table} value, both are a significant level of 5% or 1%. If the value the resulting $F_{\text{arithmetic}} \geq F_{\text{table}}$ then hypotheses to be submitted is accepted or significant and if $F_{\text{arithmetic}} < F_{\text{table}}$ So, the obtained result is non-significant, It means that the hypothesis is rejected.⁵⁴

⁵⁴Sutrisno Hadi, *Analisis Regresi*, (Jakarta: Andi Offset, 2001), p. 18

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter the researcher observed and collected some statistical data to find out the influence of students' Affix comprehension towards their dictionary use. Before analyzing some problems, the researcher described about Profile of SMA N 12 Semarang.

1. Profile of SMA N 12 Semarang

SMA NEGERI 12 SEMARANG was established since 1 July 1985. At first as a new building unit occupied the building of SMP 22 was located in Plalangan until 1988 and now SMA N 12 is located on Gunung pati street, Plalangan- Semarang. It has three programs: Social Science Program, Science Program and Language program.

Vision:

Achieving and noble

Mission:

- a. Increasing the faith and devotion to God Almighty.
- b. Establishing a noble character as well as conducive environment in order to improve quality of the learning process and learning outcomes.
- c. Developing a cooperative attitude, closeness and commitment of all the school citizens on their Task and main function.

- d. Growing the spirit of the competitiveness in academic and non- academic subjects.
- e. Implementing a participatory management by involving the school citizens, committees, and stakeholders to improve the quality and service of education.
- f. Developing a computer based information management system (Computer Basic Information System) as an educational aid in global era.
- g. Improving the school facilities and school infrastructure towards National standards educational services.

B. Data Analysis

1. Students' Dictionary use

In this research, the researcher used the questionnaire for research to measure students' dictionary use.

Table 4.1

The Score of Students' Dictionary use

No	Code	Y
1.	R- 01.	54
2.	R- 02.	51
3.	R- 03.	54
4.	R- 04.	79
5.	R- 05.	69
6.	R- 06.	72
7.	R- 07.	53

8.	R- 08.	70
9.	R- 09.	64
10.	R- 010.	62
11.	R- 011.	71
12.	R- 012.	53
13.	R- 013.	69
14.	R- 014.	65
15.	R- 015.	38
16.	R- 016.	46
17.	R- 017.	53
18.	R- 018.	45
19.	R- 019.	73
20.	R- 020.	45
21.	R- 021.	67
22.	R- 022.	46
23.	R- 023.	68
24.	R- 024.	48
25.	R- 025.	46
26.	R- 026.	73
27.	R- 027.	77
28.	R- 028.	47
29.	R- 029.	72
30.	R- 030.	67
31.	R- 031.	64
32.	R- 032.	71

33.	R- 033.	41
34.	R- 034.	45
35.	R- 035.	65
36.	R- 036.	68
37.	R- 037.	49
38.	R- 038.	68
39.	R- 039.	46
40.	R- 040.	58
41.	R- 041.	44
42.	R- 042.	64
43.	R- 043.	34
44.	R- 044.	68
45.	R- 045.	59
46.	R- 046.	51
47.	R- 047.	51
48.	R- 048.	60
49.	R- 049.	66
50.	R- 050.	59
51.	R- 051.	66
52.	R- 052.	53
53.	R- 053.	65
54.	R- 054.	66
55.	R- 055.	68
56.	R- 056.	42
57.	R- 057.	78

58.	R- 058.	45
59.	R- 059.	47
60.	R- 060.	62
61.	R- 061.	60
62.	R- 062.	50
63.	R- 063.	45
	Σ	3675

a. Interval Total (K)

$$\begin{aligned}
 K &= 1+3.3 \log N \\
 &= 1+3.3 \log 63 \\
 &= 1+3.3 (1.7) \\
 &= 1+ 5.61 \\
 &= 6. 61 \\
 &= 7
 \end{aligned}$$

b. Range

$$\begin{aligned}
 R &= H - L + 1 \\
 &= 79-34 + 1 \\
 &= 46
 \end{aligned}$$

c. Interval Class (i)

$$\begin{aligned}
 i &= \frac{R}{K} \\
 &= \frac{46}{7} \\
 &= 6.57 \text{ became } 7
 \end{aligned}$$

d. Mean

$$\begin{aligned}
M &= \frac{\sum X}{N} \\
&= \frac{3675}{63} \\
&= 58,2
\end{aligned}$$

e. Standard Deviation

$$\begin{aligned}
SD &= \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}} \\
&= \sqrt{\frac{(63) \cdot (222191) - (3675)^2}{63(63-1)}} \\
&= \sqrt{\frac{13998033 - 13505625}{3906}} \\
&= \sqrt{\frac{492408}{3906}} \\
&= \sqrt{126,06} \\
&= 11,227
\end{aligned}$$

Below is a table 4.1 of distribution frequency of the students' Dictionary use. The table consists of Interval class, Frequency, class sign and percentage.

Table 4.2

Mean Score Distribution of Students' Dictionary use

Interval	F	X	Fx
76 – 82	3	73	237
69 – 75	9	66	648
62 – 68	18	59	1170

55 – 61	5	52	290
48 – 54	12	45	612
41 – 47	14	38	616
34 – 40	2	31	74
	63		3647

Based on the result of mean calculation above, the next step is to make category. They are as following:

$$\begin{aligned}
 MD &= \frac{\sum Fx}{n} \\
 &= \frac{3647}{63} \\
 &= 57,88
 \end{aligned}$$

$$M + 1.5 SD = 57,88 + 1,5 (11,227) = 74,7205$$

$$M + 0.5 SD = 57,88 + 0,5 (11,227) = 63,4935$$

$$M - 0.5 SD = 57,88 - 0,5 (11,227) = 52,2665$$

$$M - 1.5 SD = 57,88 - 1,5 (11,227) = 41,0395$$

Table 4.3

The Quality of Students' Dictionary Use

Interval	Category	Quality
>74,72	Very Good	
63,49 – 74,72	Good	
52,26 – 63,49	Quite	Quite
41,39 – 52,26	Low	
<41,39	Very Low	

It is known that the mean from Students' dictionary use variable in EFL Class is 57,88. It means that the category of

students' dictionary use of EFL Class is **Quite** It is on interval 52,26 – 63,49.

2. Students' Affix Comprehension

In this research, the researcher used the Test for research to measure students' Affix comprehension.

Table 4.4

The Score of Students' affix comprehension

No	Code	X
1.	R- 01.	55
2.	R- 02.	52
3.	R- 03.	59
4.	R- 04.	76
5.	R- 05.	72
6.	R- 06.	70
7.	R- 07.	53
8.	R- 08.	67
9.	R- 09.	61
10.	R- 010.	59
11.	R- 011.	69
12.	R- 012.	50
13.	R- 013.	58
14.	R- 014.	63
15.	R- 015.	28
16.	R- 016.	49

17.	R- 017.	54
18.	R- 018.	69
19.	R- 019.	66
20.	R- 020.	48
21.	R- 021.	62
22.	R- 022.	50
23.	R- 023.	57
24.	R- 024.	59
25.	R- 025.	53
26.	R- 026.	72
27.	R- 027.	75
28.	R- 028.	51
29.	R- 029.	67
30.	R- 030.	62
31.	R- 031.	56
32.	R- 032.	54
33.	R- 033.	68
34.	R- 034.	40
35.	R- 035.	68
36.	R- 036.	69
37.	R- 037.	50
38.	R- 038.	56
39.	R- 039.	52
40.	R- 040.	57
41.	R- 041.	46

42.	R- 042.	62
43.	R- 043.	38
44.	R- 044.	72
45.	R- 045.	41
46.	R- 046.	41
47.	R- 047.	50
48.	R- 048.	57
49.	R- 049.	58
50.	R- 050.	41
51.	R- 051.	45
52.	R- 052.	48
53.	R- 053.	62
54.	R- 054.	63
55.	R- 055.	66
56.	R- 056.	45
57.	R- 057.	76
58.	R- 058.	59
59.	R- 059.	71
60.	R- 060.	54
61.	R- 061.	35
62.	R- 062.	42
63.	R- 063.	42
	Σ	3570

Based on the table above, the students' affix comprehension the highest as many as 76 and the lowest as many as 28 and the number of participant (N) is 63. The next step is to determine distribution frequency of the students' affix comprehension. Distribution frequency of the Students' affix comprehension is made by following steps:

a. Interval Total (K)

$$\begin{aligned} K &= 1+3.3 \log N \\ &= 1+3.3 \log 63 \\ &= 1+3.3 (1.7) \\ &= 1+ 5.61 \\ &= 6. 61 \\ &= 7 \end{aligned}$$

b. Range

$$\begin{aligned} R &= H - L + 1 \\ &= 76-28 + 1 \\ &= 49 \end{aligned}$$

c. Interval Class (i)

$$\begin{aligned} i &= \frac{R}{K} \\ &= \frac{49}{7} \\ &= 7 \end{aligned}$$

d. Mean

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

$$= \frac{3570}{63}$$

$$= 56,6$$

e. Standard Deviation

$$SD = \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}}$$

$$= \sqrt{\frac{(63) \cdot (209796) - (3750)^2}{63(63-1)}}$$

$$= \sqrt{\frac{13217148 - 12744900}{3906}}$$

$$= \sqrt{\frac{472248}{3906}}$$

$$= \sqrt{120,90}$$

$$= 10,995$$

Below is a table 4.4 of distribution frequency of the students' Affix comprehension. The table consists of Interval class, Frequency, class sign and percentage.

Table 4.5
Mean Score Distribution of Students' Affixes
comprehension

Interval	F	X	Fx
70 – 76	8	73	584
63 – 69	11	66	726
56 – 62	16	59	944
49 – 55	14	52	728

42 – 48	7	45	315
35 – 41	6	38	228
28 – 34	1	31	31
	63		3556

Based on the result of mean calculation above, the next step is to make category. They are as the following.

$$\begin{aligned}
 MD &= \frac{\sum Fx}{n} \\
 &= \frac{3556}{63} \\
 &= 56,44
 \end{aligned}$$

$$M + 1.5 SD = 56,44 + 1,5 (10,995) = 72,9325$$

$$M + 0.5 SD = 56,44 + 0,5 (10,995) = 61,9375$$

$$M - 0.5 SD = 56,44 - 0,5 (10,995) = 50,9425$$

$$M - 1.5 SD = 56,44 - 1,5 (10,995) = 39,9475$$

Table 4.6

The Quality of Students' Affix comprehension

Interval	Category	Quality
>72,93	Very High	
61,93 – 72,93	High	
50,94 – 61,93	Medium	Medium
39,94 – 50,94	Low	
<39,94	Very Low	

It is known that the mean from Students' affix comprehension variable in EFL Class is 56,44. It means that the

category of students' affix comprehension of EFL Class is **Medium**. It is on interval 50.94 – 61.93. This result of Variable X and Y used SPSS 16.0

Descriptive Statistics

	Mean	Std. Deviation	N
AFFIXES	56.6667	10.99560	63
DICTIONARY	58.3333	11.22785	63

2. Hypothesis Analysis

The analysis is used to attest weather the hypothesis was accepted or rejected. In this research, the hypothesis that is positive influence of students' dictionary use towards their affix comprehension in EFL Class of SMA N 12 Semarang in the academic year of 2016/2017.

To find out the correlation between students' dictionary use and students' affix comprehension, so the researcher used product moment.

$$\begin{array}{ll}
 N & = 63 & \Sigma X^2 & = 222191 \\
 \Sigma X & = 3675 & \Sigma Y^2 & = 209796 \\
 \Sigma Y & = 3570 & \Sigma XY & = 213215
 \end{array}$$

Looking for the Correlation

1) Looking for the correlation between X and Y

$$r_{xy} = \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{n \Sigma x^2 - (\Sigma x^2)\}\{n \Sigma y^2 - (\Sigma y^2)\}}}$$

$$\begin{aligned}
&= \frac{63(213215) - (3570)(3675)}{\sqrt{\{63(209796) - (3570)^2\}\{63(222191) - (3675)^2\}}} \\
&= \frac{13432545 - 13119750}{\sqrt{(13217148 - 12744900)(13998033 - 13505625)}} \\
&= \frac{312795}{\sqrt{232538693184}} = \frac{312795}{482222,65} = 0,6486
\end{aligned}$$

$$r_{xy} = \mathbf{0,649}$$

2) Looking for the coefficient correlation

$$\begin{aligned}
\mathbf{R\ square} &= r_{xy}^2 \cdot 100\% \\
&= 0,649^2 \cdot 100\% \\
&= 0,421 \cdot 100\% \\
&= \mathbf{42,1\%}
\end{aligned}$$

3) Examining the correlation

$$\begin{aligned}
t_h &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,649\sqrt{63-2}}{\sqrt{1-0,421}} \\
&= \frac{0,649\sqrt{61}}{\sqrt{0,579}} = \frac{5,068}{0,760} \\
&= \mathbf{6,661}
\end{aligned}$$

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649 ^a	.421	.411	8.43690

a. Predictors: (Constant), DICTIONARY

Looking for Regression

1) Looking for regression similarity

The calculation of coefficient *b*

$$\begin{aligned}
 b &= \frac{N \sum xy - \sum x \sum y}{N \sum x^2 - (\sum x)^2} = \frac{63(213215) - (3675)(3570)}{63(222191) - (3675)^2} \\
 &= \frac{13432545 - 13119750}{13998033 - 13505625} \\
 &= \frac{312795}{492408} \\
 &= \mathbf{0,635}
 \end{aligned}$$

The calculation of coefficient *a*

$$\begin{aligned}
 a &= \frac{\sum Y - b \cdot \sum X}{n} \\
 &= \frac{3570 - (0,635)(3675)}{63} \\
 &= \frac{3570 - 2333.62}{63} \\
 &= \frac{1236.38}{63} \\
 &= \mathbf{19,62}
 \end{aligned}$$

From the computation above, the researcher concluded that the regression similarity is:

$$\begin{aligned}
 Y &= a + bX \\
 &= \mathbf{19.62 + 0.635X}
 \end{aligned}$$

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.611	5.667		3.460	.001
	DICTIONARY	.635	.095	.649	6.656	.000

a. Dependent Variable: AFFIX

2) Examining the regression significant

After computing the students' score, the researcher began to examine the regression significant based on the steps:

$$N = 63 \qquad \Sigma X^2 = 209796$$

$$\Sigma X = 3570 \qquad \Sigma Y^2 = 222191$$

$$\Sigma Y = 3675 \qquad \Sigma XY = 213215$$

$$\begin{aligned} \Sigma X^2 &= \Sigma X^2 - \frac{(\Sigma x)^2}{N} \\ &= 222191 - \frac{(3675)^2}{63} \\ &= 222191 - 214375 \\ &= 7816 \end{aligned}$$

$$\begin{aligned} \Sigma y^2 &= \Sigma y^2 - \frac{(\Sigma y)^2}{N} \\ &= 209796 - \frac{(3570)^2}{63} \\ &= 209796 - 202300 \\ &= 7496 \end{aligned}$$

$$\begin{aligned} \Sigma XY &= \Sigma y^2 - \frac{(\Sigma x)(\Sigma Y)}{N} \\ &= 213215 - \frac{(3675)(3570)}{63} \\ &= 213215 - 208250 \\ &= 4965 \end{aligned}$$

Looking for Variance of Regression

$$F_{\text{reg}} = \frac{RK_{\text{reg}}}{RK_{\text{res}}}$$

$$\begin{aligned} JK_T &= \sum y^2 - \frac{(\sum y)^2}{N} \\ &= 209796 - \frac{(3570)^2}{63} \\ &= 209796 - 202300 \\ &= \mathbf{7496} \end{aligned}$$

$$\begin{aligned} JK_{\text{reg}} &= \frac{\sum xy^2}{\sum x^2} \\ &= \frac{4965^2}{7816} \\ &= \frac{24651225}{7816} \\ &= \mathbf{3153} \end{aligned}$$

$$\begin{aligned} JK_{\text{res}} &= JK_T - JK_{\text{reg}} \\ &= 7496 - 3153 \\ &= \mathbf{4343} \end{aligned}$$

$$\begin{aligned} db_T &= N - 1 \\ &= 63 - 1 \\ &= \mathbf{62} \end{aligned}$$

$$\begin{aligned} db_{\text{reg}} &= \mathbf{1} \\ db_{\text{res}} &= N - 2 \\ &= 63 - 2 \\ &= \mathbf{61} \end{aligned}$$

$$\begin{aligned} RK_{\text{reg}} &= \frac{JK_{\text{reg}}}{db_{\text{reg}}} \\ &= \frac{3153}{1} \end{aligned}$$

$$\begin{aligned}
&= \mathbf{3153} \\
RK_{res} &= \frac{JK_{res}}{db_{res}} \\
&= \frac{4343}{61} \\
&= \mathbf{71.19} \\
F_{reg} &= \frac{RK_{reg}}{RK_{res}} \\
&= \frac{3153}{71.19} \\
&= \mathbf{44.289}
\end{aligned}$$

It can be seen from the calculation of SPSS 16.00

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	3153.944	1	3153.944	44.309	.000 ^a
Residual	4342.056	61	71.181		
Total	7496.000	62			

C. Discussion

The language errors can occur in the field of morphology and syntax. Language error in the field of morphology and syntax most closely related with written language. Of course, the language error in writing is also related to spoken language let alone in the affixation group to the formation sentence. The Dictionary use studies support the idea that looking up words can increase less

proficient learners' coverage of the text and enable their comprehension. From problem this research is aimed to find out the influence of students' dictionary use towards their affix comprehension. The test results are statistically as shown in Table 4.1 It is mentioned that the mean value of dictionary use is equal to 58,2 or at intervals 55 – 61 which means that students' dictionary use in EFL Class of SMA N 12 Semarang is Quite, as indicated by the intensity of dictionary use, speed in finding words and Dictionary selection and Table 4.4 that showing the mean of Students' Affix comprehension in EFL Class of SMA N 12 Semarang is of 56,6 or at interval 56 – 62 which means that Students' affixes comprehension in EFL Class of SMA N 12 Semarang is Medium. In this case students can understand more about affix like its meaning and know part of speech of a word.

In product moment correlation analysis generate $r_{xy} = 0,649 > r_{table} (0,244)$ at level of 5% and $r_{table} (0,317)$ at a level of 1% Based on the interpretation of the coefficients found at 0,649 including in the medium category because it is stretched from 0,400 to 0,700 So, there is Quite correlation between Students' dictionary use towards their Affix comprehensions. While this is direction of the relationship is positive because the value of r is positive, meaning the higher or better students' dictionary use the higher of students' affix comprehension. Then the result of r_{xy} calculation formulated into percent (%) called R Square, then the result was 42,1%. It means in the case of contribution from dictionary use toward their Affix comprehension

In simple regression analysis it was obtained that the simple regression equation $\hat{Y} = 19.62 + 0.635X$.

On the overall calculation (simultaneous) Students' *dictionary use* has the influence toward Affix comprehension because the value of the F test results of 44, 289 > F_{table} (3.99) at a significance level of 5% and F_{table} (7.04) at a significance level of 1%.

The data above shows that Students' *dictionary use* contribution to their affix comprehension is 42.1%. Thus, Students' *dictionary use* increases then the affix comprehension increases too.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research that was carried out at the EFL Class of SMA N 12 Semarang in the Academic year of 2016/2017 the researcher draws conclusion from the previous chapters which have been discussed.

1. The Students' dictionary Use of 2017 EFL Class of SMA N 12 Semarang was 58.2. It means that the category of the students' dictionary use was enough. It was in the interval of 52.26 – 63.49.
2. The Students' Affix Comprehension of 2017 EFL Class of SMA N 12 Semarang was 56.6. It means that the category of the students' affixes comprehension was Medium. It was in the interval of 50.94 – 61.93.
3. In this research, it was found that there was significant influence between students' dictionary use toward their affix comprehension. It can be seen from Regression result that $F_{reg} 44.289 > F_{table} 3.99$ at significance level of 5%. $F_{reg} 44.289 > F_{table} 7.04$ at significance level of 1%.

B. SUGGESTION

Based on the whole result of the research, the researcher hopes that little particle of English such as Affixes and part of speech teachable since Senior High school although just little. It's important to introduce in addition teacher taught the students how to look for word is appropriate the position in Dictionary. Because many of students who look for words in dictionary just choose the word in the first without paying attention to the affixes based on the part of speech. So, teacher here has very important role so that students can write paragraph better.

For the next researcher, It can improve the research from others modern learning and find the ways to choose word in dictionary exactly as well as more simple and effective in learning.

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Appendix 1

LIST OF RESPONDENTS OF EFL CLASS OF SMA N 12 SEMARANG IN THE ACADEMIC YEAR OF 2016/2017

NO	NIS	NAME	CLASS
1	7274	ADE NURWAHYUNINGSIH	X BHS
2	7281	ADITYA CANDRA KIRANA	X BHS
3	7289	AHMAD CANDRAFIFTIAWAN	X BHS
4	7301	ALIFIANA FAHMIDA	X BHS
5	7324	ANNISA ADJI INDAH SARI	X BHS
6	7328	ARDHIA INAYA RAHMAYANTI PUSPITASARI SAVITRI	X BHS
7	7337	ASLIH SAKH'NANA	X BHS
8	7343	AULIASANI KHOIRIYAH APSARI	X BHS
9	7344	AVELIA BERLIANIKA SEPTIVIONA	X BHS
10	7351	BELLA NUR SAFA'AH	X BHS
11	7362	CHOIRUNISA DEVI LARASETA	X BHS
12	7366	DANIS HENDRAWAN	X BHS
13	7372	DEVI YULIA SAPUTRI	X BHS
14	7378	DIAH AYU PUSPITARINI	X BHS
15	7406	FAIQ IFTINAN GIGIH ARRY	X BHS
16	7435	HARDIANDITA RIZKI ANJANI	X BHS
17	7440	HESTI ELI TRIASMORO	X BHS
18	7447	ILHAM ARDHI NUGROHO	X BHS
19	7449	INDRI HAPSARI PUTRI	X BHS
20	7454	KARENINA VIOLA JASMINE ANDREW	X BHS
21	7464	LAILY NUR ASYIFA	X BHS
22	7470	LULUK SEPTI NUR INDAHSARI	X BHS
23	7476	MAULANA MALIKUL MULKI BAHARSYAH	X BHS
24	7484	MILANI	X BHS
25	7510	MUHAMMAD VALENDRA ADITYA PUTRA RAJASA	X BHS

26	7528	NIKEN SEKTI KHANIFAH	X BHS
27	7532	NITA WACHIDATUL ULYA	X BHS
28	7538	NUR AZIZAH	X BHS
29	7549	PRISCA YUAN LUTHFIANA PUTRI	X BHS
30	7556	RAFI ARIA SAPUTRA	X BHS
31	7565	RAYHAN NANDA PRATAMA	X BHS
32	7566	REMIGIUS RILO BRAMANTYO WIBISONO	X BHS
33	7573	RIA ALDILA PUTRI	X BHS
34	7598	SATRIA WIBISONO KOMONITIYAS	X BHS
35	7609	SIFA KARIMATUL UMMAH	X BHS
36	6906	ADIL ABDILLAH ROBBANI	XI BHS
37	6913	AGUNG TRI SUSENO	XI BHS
38	6920	AJIK FAJAR SAPUTRO	XI BHS
39	6927	ALIFAN PURNOMO AJI	XI BHS
40	7648	APRILIA RAHMAWATI	XI BHS
41	6976	BILLY VIRGO DWI HENDRAWAN	XI BHS
42	6980	CERIA NOVANTI ANGGRAINI PUTRI	XI BHS
43	6985	DANIA PRATIWI	XI BHS
44	6993	DEWA ARYA WIRATAMA	XI BHS
45	7001	DIMAS NUR WICAKSONO	XI BHS
46	7021	FAIQ INDRA PERMADA	XI BHS
47	7023	FAISAL MAULANA	XI BHS
48	7025	FAIZAL HERDIANSYAH	XI BHS
49	7067	JACOB ADJIE WIHESA	XI BHS
50	7078	KRESNO PAMBUDI	XI BHS
51	7079	KRISNA NOVARDHAN	XI BHS
52	7089	LINTANG AGH Nia DHANESYAWARA	XI BHS
53	7096	MAULANA NAABIH ALDO KURNIAWAN	XI BHS
54	7117	MUHAMMAD HAFIZH ARKAAN	XI BHS
55	7121	MUHAMMAD NUR FAJAR SHODIQ	XI BHS

56	7136	NINDIA ELSAPUTRI	XI BHS
57	7152	POLINA AYU ERNANDAWATI	XI BHS
58	7190	RONA KHOFI ALLIFAH	XI BHS
59	7193	SABIAN RAY DHISTA ALMAYDA	XI BHS
60	7204	SAVIRA SALSABILLA	XI BHS
61	7224	SYAHRUL AMINUDIN	XI BHS
62	7225	SYAIFUL SHAKTI ADI PRATAMA	XI BHS
63	7245	VIRDA APRILIASYA NURIFA	XI BHS

Appendix 2

THE INFLUENCE OF STUDENTS' DICTIONARY USE TOWARD THEIR AFFIX COMPREHENSION

Place of the research : SMA N 12 Semarang

Respondent : Student's of EFL Class of SMA N 12
Semarang in the Academic year of 2016/2017

Instruction:

1. Write the name, number of students and Class
2. Read the Question below correctly
3. Give cross (X) in your answer that you considered right

Name :

NIS :

Class :

1. Seringnya menggunakan kamus membuat perubahan yang lebih baik dalam penambahan kosa kata saya
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
2. Guru mengajarkan bagaimana cara menggunakan kamus
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
3. Saya menggunakan kamus di jam belajar rmaupun diluar jam belajar
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju

4. Saya meluangkan waktu untuk menggunakan kamus sehari lebih dari 3 kali dalam sehari
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
5. Saya dapat menemukan kata yang saya cari di dalam kamus kurang dari 1 menit
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
6. Kamus merupakan alat utama yang paling membantu dalam mencari kosakata yang saya butuhkan.
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
7. Saya lebih suka menggunakan kamus dalam bahasa English- Indo dari pada kamus Indo-English
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
8. Saya memilih menggunakan kamus buku dari pada kamus Online
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
9. Saya menggunakan kamus untuk menemukan part of speech suatu kata
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
10. Saya menggunakan kamus untuk menerjemahkan paragraph
 - a. Sangat setuju
 - b. Setuju

18. Aplikasi kamus dalam smartphone menghasilkan terjemahan yang baik
- a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
19. Lebih Mudah menerjemahkan text menggunakan Kamus buku
- a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
20. Kamus buku lebih detail dari pada aplikasi kamus online
- a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
21. Lebih mudah menerjemahkan teks bahasa Inggris ke Indonesia dari pada sebaliknya
- a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju

Appendix 3

- 1) Lengkapi kolom table yang tersedia dibawah ini.
- 2) Setiap kolom memiliki skor 1 point.
- 3) Jawaban anda tidak akan mempengaruhi nilai matapelajaran apapun.

Keterangan:

Root : Kata Asli (kata asal)

Affixes : Imbuhan

Word Class : Kelas kata

Meaning : Makna (Arti)

Students' Affix Test Comprehension

No	Word	Root	Affixes			Class word	Meaning
			Prefix	Infix	Suffix		
Ex	Uncountable	Count	Un	-	-able	Adjective	Tidak dapatdihitung
1.	Speechless						
2.	Childhood						

3.	Replay						
4.	Misunderstand						
5.	Pianist						
6.	Employee						
7.	Impossible						
8.	Relationship						
9.	Slowly						
10.	Disassociate						
11.	Monotone						
12.	Personality						
13.	Uncomfortable						
14.	Premature						
15.	Antiseptic						
16.	Singer						
17.	Illegal						
18.	Clarification						

19.	Incorrect						
20.	Goodness						
21.	Civilize						
22.	Magnify						
23.	Argument						
24.	Experiment						
25.	Residence						
26.	Security						
27.	Irrational						
28.	Overdose						
29.	Ending						
30.	Productivity						

Appendix 4

RESULT OF QUESTIONNAIRE VARIABLE (X)

No	Answer				Score				Total
	SS	S	KS	TS	4	3	2	1	
R-1	3	10	4	4	12	30	8	4	54
R-2	5	3	9	4	20	9	18	4	51
R-3	2	10	7	2	8	30	14	2	54
R-4	16	5			64	15			79
R-5	10	7	4		40	21	8		69
R-6	13	5	2		52	15	4		72
R-7	4	7	6	4	16	21	12	4	53
R-8	10	9	1	1	40	27	2	1	70
R-9	8	6	7		32	18	14		64
R-10	8	4	9		32	12	18		62
R-11	10	9	2		40	27	4		71
R-12	5	5	7	4	20	15	14	4	53
R-13	12	3	6		48	9	12		69
R-14	10	7	4		40	21	8		65
R-15	1	2	10	8	4	6	20	8	38
R-16	2	7	5	7	8	21	10	7	46
R-17	4	5	10	2	16	15	20	2	53
R-18	1	7	7	6	4	21	14	6	45
R-19	11	9	1		44	27	2		73
R-20	3	5	5	8	12	15	10	8	45
R-21	8	9	4		32	27	8		67
R-22	1	7	8	5	4	21	16	5	46
R-23	9	8	4		36	24	8		68
R-24	2	6	9	4	8	18	18	4	48
R-25		8	9	4		24	18	4	46
R-26	12	7	2		48	21	4		73
R-27	15	5	1		60	15	2		77
R-28	4	4	6	7	16	12	12	7	47
R-29	12	6	3		48	18	6		72
R-30	9	8	3	1	36	24	6	1	67
R-31	10	4	5	2	40	12	10	2	64
R-32	12	6	2	1	48	18	4	1	71

Appendix 5

RESULT OF AFFIX TEST VARIABLE (Y)

No	Answer				Score				Total
	4	3	2	1	4	3	2	1	96
R-1		8	10	2		24	20	2	55
R-2	1	10	5	8	4	30	10	8	52
R-3	1	13	6	4	4	39	12	4	59
R-4	11	7	5	1	44	21	10	1	76
R-5	7	13	1	3	28	39	2	3	72
R-6	7	9	7	1	28	27	14	1	70
R-7	1	8	10	5	4	16	20	5	53
R-8	6	10	5	3	24	30	10	3	67
R-9	4	11	3	6	16	33	6	6	61
R-10	2	10	9	3	8	30	18	3	59
R-11	8	9	3	4	32	27	6	4	69
R-12	1	4	15	4	4	12	30	4	50
R-13	4	9	4	7	16	27	8	7	58
R-14	2	13	7	2	8	39	14	2	63
R-15			20	4			40	4	28
R-16	1	6	10	7	4	18	20	7	49
R-17	2	9	6	7	8	27	12	7	54
R-18	7	8	8	1	28	24	16	1	69
R-19	6	7	10	1	24	21	20	1	66
R-20	3	5	5	11	12	15	10	11	48
R-21	1	13	9	1	4	39	18	1	62
R-22	1	7	9	7	4	21	18	7	50
R-23	4	7	7	6	16	21	14	6	57
R-24	2	11	7	4	8	33	14	4	59
R-25	1	6	14	3	4	18	28	3	53
R-26	9	9	3	3	36	27	6	3	72
R-27	10	8	5	1	40	24	10	1	75
R-28	3	4	10	7	12	12	20	7	51
R-29	8	7	5	4	32	21	10	4	67
R-30	3	10	9	2	12	30	18	2	62
R-31	2	10	6	6	8	30	12	6	56
R-32	2	6	12	4	8	18	24	4	54

Appendix 6

Detail of Dictionary use Validity

No	Validity		Statement
	r hitung	r table 5%	
1.	0,454	0,367	Valid
2.	0,535		Valid
3.	0,379		Valid
4.	0,457		Valid
5.	0,478		Valid
6.	0,522		Valid
7.	0,625		Valid
8.	0,589		Valid
9.	0,613		Valid
10.	0,497		Valid
11.	0,441		Valid
12.	0,560		Valid
13.	0,539		Valid
14.	0,471		Valid
15.	0,501		Valid
16.	0,621		Valid
17.	0,554		Valid
18.	0,442		Valid
19.	0,487		Valid

20.	0,387		Valid
21.	0,518		Valid

Detail of Affix Validity

No	Validity		Statement
	r _{hitung}	r _{table 5%}	
1.	0,562	0,367	Valid
2.	0,614		Valid
3.	0,528		Valid
4.	0,541		Valid
5.	0,437		Valid
6.	0,591		Valid
7.	0,386		Valid
8.	0,404		Valid
9.	0,403		Valid
10.	0,380		Valid
11.	0,631		Valid
12.	0,503		Valid
13.	0,396		Valid
14.	0,598		Valid
15.	0,474		Valid
16.	0,379		Valid
17.	0,402		Valid
18.	0,369		Valid

19.	0,369		Valid
20.	0,576		Valid
21.	0,368		Valid
22.	0,372		Valid
23.	0,484		Valid
24.	0,399		Valid

Appendix 7

THE INFLUENCE OF STUDENTS' DICTIONARY USE TOWARD THEIR AFFIX COMPREHENSION

Regression Analysis Preparation Table

No	Code	X	Y	X ²	Y ²	XY
1.	R- 01.	54	55	2916	3025	2970
2.	R- 02.	51	52	2601	2704	2652
3.	R- 03.	54	59	2916	3481	3186
4.	R- 04.	79	76	6241	5776	6004
5.	R- 05.	69	72	4761	5184	4968
6.	R- 06.	72	70	5184	4900	5040
7.	R- 07.	53	53	2809	2809	2809
8.	R- 08.	70	67	4900	4489	4690
9.	R- 09.	64	61	4096	3721	3904
10.	R- 010.	62	59	3844	3481	3658
11.	R- 011.	71	69	5041	4761	4899
12.	R- 012.	53	50	2809	2500	2650
13.	R- 013.	69	58	4761	3364	4002
14.	R- 014.	65	63	4225	3969	4095
15.	R- 015.	38	28	1444	784	1064
16.	R- 016.	46	49	2116	2401	2254
17.	R- 017.	53	54	2809	2916	2862
18.	R- 018.	45	69	2025	4761	3105

19.	R- 019.	73	66	5329	4356	4818
20.	R- 020.	45	48	2025	2304	2160
21.	R- 021.	67	62	4489	3844	4154
22.	R- 022.	46	50	2116	2500	2300
23.	R- 023.	68	57	4624	3249	3876
24.	R- 024.	48	59	2304	3481	2832
25.	R- 025.	46	53	2116	2809	2438
26.	R- 026.	73	72	5329	5184	5256
27.	R- 027.	77	75	5929	5625	5775
28.	R- 028.	47	51	2209	2601	2397
29.	R- 029.	72	67	5184	4489	4824
30.	R- 030.	67	62	4489	3844	4154
31.	R- 031.	64	56	4096	3136	3584
32.	R- 032.	71	54	5041	2916	3834
33.	R- 033.	41	68	1681	4624	2788
34.	R- 034.	45	40	2025	1600	1800
35.	R- 035.	65	68	4225	4624	4420
36.	R- 036.	68	69	4624	4761	4692
37.	R- 037.	49	50	2401	2500	2450
38.	R- 038.	68	56	4624	3136	3808
39.	R- 039.	46	52	2116	2704	2392
40.	R- 040.	58	57	3364	3249	3306
41.	R- 041.	44	46	1936	2116	2024
42.	R- 042.	64	62	4096	3844	3968

43.	R- 043.	34	38	1156	1444	1292
44.	R- 044.	68	72	4624	5184	4896
45.	R- 045.	59	41	3481	1681	2419
46.	R- 046.	51	41	2601	1681	2091
47.	R- 047.	51	50	2601	2500	2550
48.	R- 048.	60	57	3600	3249	3420
49.	R- 049.	66	58	4356	3364	3828
50.	R- 050.	59	41	3481	1681	2419
51.	R- 051.	66	45	4356	2025	2970
52.	R- 052.	53	48	2809	2304	2544
53.	R- 053.	65	62	4225	3844	4030
54.	R- 054.	66	63	4356	3969	4158
55.	R- 055.	68	66	4624	4356	4488
56.	R- 056.	42	45	1764	2025	1890
57.	R- 057.	78	76	6084	5776	5928
58.	R- 058.	45	59	2025	3481	2655
59.	R- 059.	47	71	2209	5041	3337
60.	R- 060.	62	54	3844	2916	3348
61.	R- 061.	60	35	3600	1225	2100
62.	R- 062.	50	42	2500	1764	2100
63.	R- 063.	45	42	2025	1764	1890
Σ		3675	3570	222191	209796	213215

Instruction:

1. Write the name, number of students and Class
2. Read the Question below correctly
3. Give cross (X) in your answer that you considered right

Name : M. Nur Fajar Shadia

NIS : 7121

1. Seringnya menggunakan kamus membuat perubahan yang lebih baik dalam penambahan kosa kata saya
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
2. Guru mengajarkan bagaimana cara menggunakan kamus
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
3. Saya menggunakan kamus di jam belajar maupun diluar jam belajar
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
4. Saya meluangkan waktu untuk menggunakan kamus sehari lebih dari 3 kali dalam sehari
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
5. Saya dapat menemukan kata yang saya cari di dalam kamus kurang dari 1 menit
 - a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju

13. Kamus monolingual membantu saya dalam menemukan makna yang jelas
- a. Sangat setuju Kurang Setuju
b. Setuju d. Tidak Setuju
14. Saya membaca secukupnya sebelum membeli kamus
- Sangat setuju c. Kurang Setuju
b. Setuju d. Tidak Setuju
15. Saya mengidentifikasi jenis kata dengan teliti dalam kamus
- Sangat setuju c. Kurang Setuju
b. Setuju d. Tidak Setuju
16. Saya merasa kesulitan ketika mengenali kelas kata terhadap imbuhan (affixes) dalam kamus
- Sangat setuju c. Kurang Setuju
b. Setuju d. Tidak Setuju
17. Saya kesulitan memahami symbol pengucapan yang ada dalam kamus
- a. Sangat setuju Kurang Setuju
b. Setuju d. Tidak Setuju
18. Aplikasi kamus dalam smartphone menghasilkan terjemahan yang baik
- a. Sangat setuju c. Kurang Setuju
 Setuju d. Tidak Setuju
19. Lebih Mudah menerjemahkan text menggunakan Kamus buku
- Sangat setuju c. Kurang Setuju
b. Setuju d. Tidak Setuju

20. Kamus buku lebih detail dari pada aplikasi kamus online
- a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
21. Lebih mudah menerjemahkan teks bahasa Inggris ke Indonesia dari pada sebaliknya
- a. Sangat setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju

Name : M. Nur Fajar Shedia

NIS : 7121

Class : XI BHS

- 1) Lengkapi kolom table yang tersedia dibawah ini
- 2) Setiap kolom memilki skor 1 point
- 3) Jawaban anda tidak akan mempengaruhi nilai mata pelajaran apapun.

Keterangan:

Root : Kata Asli (kata asal)

Affixes : Imbuhan

Word Class : Kelas kata

Meaning : Makna (Arti)

Student's Affixes Test Comprehension

No	Word	Root	Affixes			Class word	Meaning
			Prefix	Infix	Suffix		
Ex	Uncountable	Count	Un	-	-able	Adjective	Tidak dapat dihitung

1	Speechless	/			/		Terdiam
2	Childhood	child	/		/	Adjective	muda kecil
3	Replay	Play	/		/		
4	Misunderstand	Plano			ist	No	salah paham
5	Pianist	Piano			ist	Noun	Pemain Piano
6	Employee	Employ			ee	Noun	Pegawai
7	Impossible	possible	Im			Verb	Mustahil
8	Relationship	Relation	ship		ship	Verb	Hubungan
9	Slowly	Slow			ly	adverb	Pelan
10	Disassociate	Associate	Dis			adverb	memisahkan
11	Monotone	tone	mono			Noun	nada yg sama
12	Personality	personal	ity		ity	Noun	kepribadian
13	Uncomfortable	comfort	Un		able	Adjective	tidak nyaman
14	Premature	/	Pre		/		gegabah
15	Antiseptic	Septic	Anti			Noun	penangkal infeksi
16	Singer	Sing			-er	Noun	Penyanyi

17	Illegal	legal	il			Adjective	tidak sah
18	Clarification	clarify			tion	Adjective	
19	Incorrect	correct	In			Verb	buruk
20	Goodness	Good			/	Adjective	baik
21	Civilize	/			/	Verb	Kebudayaan
22	Magnify	Magni			fy	Verb	memperbesar
23	Argument	Argue			ment	Noun	Penjelasan
24	Experiment	Experiment			en	Verb	Percobaan
25	Residence	Reside			ence	Adverb	Kediaman
26	Security	Secure			ity	/	
27	Irrational	Ratio	/		al.	Verb	
28	Overdose	Dose	Over			Noun	
29	Ending	End			/	Verb	mengakhiri
30	Productivity	Product			ivity	-o-	memproduksi



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Prof. Dr. Hamka Kampus II Ngaliyan Telp.7601295 Fax. 7615987 Semarang 50185

Nomor : B-2271/Un.10.3/D.1/TL.00/06/2017
Lamp :-
Hal : Mohon Izin Riset
a.n. : Era luthfia nurul istiqomah
NIM : 133411017

Semarang, 13 Juni 2017

Kepada Yth.
Kepala SMA N 12 Semarang
di Semarang

Assalamua'alikum Wr.Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama Lengkap : Era luthfia nurul Istiqomah
NIM : 133411017
Judul Penelitian : **"The Influence of Affixes Comprehension towards their Dictionary use in EFL Class of SMA N 12 Semarang in the Academic Year of 2016/2017"**

Pembimbing I : Dra. Hj. Siti Mariam, M.Pd

Pembimbing II : Sayyidatul Fadlillah, M.Pd

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon mahasiswa tersebut diizinkan melaksanakan riset selama 2 hari yang dimulai pada tanggal 14 Juni 2017 sampai pada tanggal 15 Juni 2017.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. Disampaikan terimakasih.

Wassalamu'alaikum Wr.Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Prof. Dr. H. Fatah Svukur, M.Ag.
NIP. 1968122 199403 1 003

Ass. 15/6.17.

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



PEMERINTAH PROPINSI JAWA TENGAH
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SMA NEGERI 12 SEMARANG

Jl. Raya Gunungpati, Semarang ☎ 024 6932224 Fax. 024 6932260 ✉ 50225
email: sman12smg@yahoo.co.id website: www.sma12smg.sch.id

SURAT KETERANGAN

Nomor: 007/003-/2018

Yang bertanda tangan di bawah ini Kepala SMA Negeri 12 Semarang dengan ini menerangkan bahwa :

No.	N a m a	NIM	Prodi / Jurusan
1.	Era luthfia Nurul Istiqomah	133411017	Bahasa Inggris

Sesuai surat ijin dari Universitas Islam Negeri Walisongo Nomor : B-2271/Un.10.3/D.1/TL.00/2017 Tanggal 13 Juni 2017 yang bersangkutan telah melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul “ The Influence of Affixes Comprehension towards their Dictionary use in EEL Class of SMA N 12 Semarang in the Academic Year of 2016/2017” dilaksanakan pada tanggal 14 s.d 15 Juni 2017 di SMAN 12 Semarang .

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya .

Semarang, 3 Januari 2018
Kepala Sekolah
SMAN 12
SEMARANG

KUSNO S.Pd., M.Si.
NIP. 19710718 199702 1 004

Research activity at X Grade EFL Class of SMA N 12



Students complete Affixes test





PENELITI : Era Luthfia Nurul Istiqomah
NIM : 133411017
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE INFLUENCE OF STUDENT'S AFFIXES
COMPREHENSION TOWARD THEIR DICTIONARY USE IN
EFL CLASS OF SMA N 12 SEMARANG IN THE ACADEMIC
YEAR OF 2016/ 2017

HIPOTESIS :

- a. Hipotesis Korelasi:
H₀ : Tidak ada hubungan yang signifikan antara students affixes terhadap dictionary use.
H₁ : Ada hubungan yang signifikan antara students affixes terhadap dictionary use.
- b. Hipotesis Model Regresi
H₀ : Model regresi tidak signifikan
H₁ : Model regresi signifikan
- c. Hipotesis Koefisien Regresi
H₀ : Koofisien regresi tidak signifikan
H₁ : Koofisien regresi signifikan

HASIL DAN ANALISIS DATA

Descriptive Statistics

	Mean	Std. Deviation	N
AFFIXES	56.6667	10.99560	63
DICTIONARY	58.3333	11.22785	63

Correlations

		AFFIXES	DICTIONARY
Pearson Correlation	AFFIXES	1.000	.649
	DICTIONARY	.649	1.000
Sig. (1-tailed)	AFFIXES	.	.000
	DICTIONARY	.000	.
N	AFFIXES	63	63
	DICTIONARY	63	63

Keterangan:

Sig. = 0,000 < 0,05, maka H₀ ditolak artinya terdapat hubungan yang signifikan antara students affixes terhadap dictionary use.



Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649 ^a	.421	.411	8.43690

a. Predictors: (Constant), DICTIONARY

Keterangan:

R = 0,649 artinya hubungan antara students affixes terhadap dictionary use **Cukup** karena $0,400 \leq R \leq 0,699$, dan kontribusi students affixes dalam mempengaruhi dictionary use sebesar 42,1% (R square).

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3153.944	1	3153.944	44.309	.000 ^a
	Residual	4342.056	61	71.181		
	Total	7496.000	62			

a. Predictors: (Constant), DICTIONARY

b. Dependent Variable: AFFIXES

Keterangan:

Sig. = 0,000 < 0,05 maka H_0 ditolak, artinya model regresi $Y = 20,8 + 0,662X$ **SIGNIFIKAN**

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	19.611	5.667		3.460	.001			
	DICTIONARY	.635	.095	.649	6.656	.000	.649	.649	.649

a. Dependent Variable: AFFIXES

Keterangan:

Persamaan Regresi adalah $Y = 20,8 + 0,662X$

Uji koefisien variabel (X) 0,662 : Sig. = 0,000 < 0,05, maka H_0 ditolak, artinya koefisien variabel X **SIGNIFIKAN** (dalam mempengaruhi variabel Y).



**LABORATORIUM MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
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Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ 7601295 Fax. 7615387 Semarang 50182

Uji konstanta (20,8) : Sig. = 0,001 < 0,05, maka H_0 ditolak, artinya konstanta **SIGNIFIKAN** (dalam mempengaruhi variabel Y).



Semarang, 14 Desember 2017
Ketua Jurusan Pend. Matematika,

Uma Romadiastri

CURRICULUM VITAE

Name : Era Luthfia Nurul Istiqomah
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Education

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2. MTs SALAFIYAH Kajen Pati, Graduated in 2010
3. MA SALAFIYAH Kajen Pati, Graduated in 2013
4. Education and Teacher Training Faculty Walisongo State Islamic University Semarang

Semarang, January 5th, 2018
The Researcher,

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