

CHAPTER I

INTRODUCTION

This chapter explains about background, problem limitation, problem formulation, research purpose and research benefits.

1.1 Background

Language is a system of signs or words that people use to communicate each other. People use language to express their thoughts and feelings one another. According to Amberg (2009, p.2), language is foremost a means of communication, and communication almost always takes place within some sorts of social contexts. Language is important in communication because the function of language is to communicate ideas clearly (Pozzi, 2004, p.1).

In language, there are four basic skills (Walberg, 2005, p.7). They are speaking, reading, listening and writing. Those skills describe what students should know and be able to do with the English language. Further, he stated that speaking is productive skill in oral mode. It means that people use their voice to talk about everything. Reading is a process of understanding something from the text which read by the people. Listening is the active process of receiving the spoken messages. Writing is a writer's skill to inform the information to a reader that written in the text. Good writing skills allow people to communicate messages with clarity. According to John (2011, p.1) an English learner must have knowledge about grammar, because without good grammar, clear communication is nearly impossible.

English grammar consists of semantic, syntax, phonology, lexicology and morphology. Morphology is a branch of linguistics that studies word structures, especially in terms of morphemes. Packer (2003, p.1) says that morphology identifies kind of morphemes and other units, such as words, part of speech, and affixes.

Affixes are groups of letters added to the beginning or the end of words to make new words (Todd, 1995, p.42). When affixes are added to the

beginning of words, they are called *prefixes*. For example, the most common prefix is *un-*, which means opposite of (if you add *un-* to the word *happy*, it becomes *unhappy*, it means that *not happy*). When affixes are added to the end of words, they are called *suffixes*. For example, the most common suffixes are *-s* and *-es*, which mean more than one (plural) of the word (adding *-es* to the word “*wish*”, it becomes *wishes*) it means that more than one wish, and for the example of *-s* and *-es* suffixes for the third person (present tense), (adding *-s* to the word “*drink*”, it becomes *drinks*).

Suffix is the ending part of word that modifies the meaning of word. Suffix involves a change of word class. Willey (2006, p.103) states that suffix is letter groups that are added to the end of the base word (for example, *instruct* is the base for forming *instruction* and *instructor*). The functions of suffix are to form a new word or derivation (for example, word *drink* becomes *drinkable*) and to modify the basic word in part of speech which is called inflection (inflection in English include the genitive ‘*s*’, the plural ‘*-s*’, the past tense *-d* or *-ed*, *-ing* forms or verbs, for example *work* becomes *worked* or *working*).

There are many types of suffixes in English. They are adjective, adverb, verb, and noun forms (Akhgari, 2007, p.11). For example verb form (looks, gives, watched), noun form (freedom, capitalist, teacher), adverb form (quickly, dangerously, strongly) and adjective form (beautiful, cheerful, ambitious).

An English learner has to be aware of the importance of learning suffixes in morphology. Morphological awareness refers to students’ understanding of the structure of words. It can also increase the vocabulary knowledge of students in learning suffixes. In addition, students will be easier to manipulate derived words, to recognize connections between different forms of a word, and to produce new derivations of known words (Lesaux, 2008, p.784). He also states that an understanding of morphology (for example in learning *Suffix*) may thus influence reading and writing comprehension. Second, the

word-general ability to decompose morphologically complex words may lead to more successful word learning (i.e., an increase in breadth of vocabulary).

As an English student of English Department of State Polytechnic of Sriwijaya concentrated on tourism and hospitality industry, the writer is interested in analyzing the guide book published by the Tourism and Culture Office Palembang. The guide book of South Sumatera is a kind of written promotion media which consist of pictures and writings about places that is designed for the use of visitors or tourists. Those guide book consists of description about tourism objects in South Sumatera with bilingual language, English and Indonesian language.

Based on the explanation above, the writer is interested in discussing about kinds of suffixes are found in the guide book and has “**The Suffixes in the Guide Book of South Sumatera published by the Tourism Culture Office Palembang**” as the title of this final report.

1.2 Problem Limitation

The writer will only discuss the use of suffix in the guide book of South Sumatera published by the Tourism and Culture office Palembang

1.3 Problem Formulation

What suffixes are found in the guide book of South Sumatera published by the Tourism and Culture office Palembang?

1.4 Research Purpose

To know what suffixes found in the guide book of South Sumatera published by the Tourism and Culture office Palembang.

1.5 Research Benefits

The benefit of this final report are

- a. For the readers : to increase the knowledge of the readers of this final report itself and especially to the students of English Department at State Polytechnic of Sriwijaya about suffixes.
- b. For writer : to increase the knowledge of the writer about grammatical, especially in learning English.