

Suffixes Found In Narrative Writing At Grade Eight of SMP Methodist Pematangsiantar

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Abstract: *This research is conducted in order to find out the kinds of suffix used in narrative writing at grade eight of SMP Methodist Pematangsiantar. In English language, Halliday stated that the level is derived from the smallest to the biggest one, from morpheme, word, phrase (group), clause, sentence and paragraph. The various levels are found by having the construction of language or known as English syntax. The construction of language is related to affixation. According to McCarthy (2006:84), Affixation is the process whereby an affix is attached to a base, which may be simple (as in full, the base to which -ness is attached to yield fullness), or complex (like meditate, the base to which pre- is attached to yield premeditate). Affix can be divided into 2 types, they are inflectional and derivational affixes. Problem discussed in this research is what kinds of suffixes are found in narrative writing at grade eight of SMP Methodist Pematangsiantar? The data of this research were taken from the students' narrative writing at grade eight of SMP Methodist Pematangsiantar. Finally, the findings show: that some kinds of suffixes used are: -ed/d, s/es, -ly, -al, -ion, -en, -ing, -ity, -ment.*

Keywords: *suffix, narrative*

I. Introduction

Writing is an art (stated by Sihombing in her lecture, 2011). Through writing, readers will be able to find out one's personality. It is understood that personality itself are two, namely introvert and extrovert. Those who have introvert personality usually describes (in form of writing) everything as simple and short as possible. That is why the reader will get only small information from his writing. It means those people's writing cannot be used fully as the source of information. In other side, those who have extrovert personality will explain/expose everything as complete as possible. Therefore information shared through their writing will be more informative than those of the introvert one. If seeing this condition from the function of language. It means that those who have introvert personality are not so successful to use the language. In fact, a language has many functions. Through a language, human beings can communicate their ideas to each other, can understand each other, sharing their feelings to others in their daily life. Since many people recognize the importance of language, they teach their language to their children. The language which is learned first is called "mother tongue". They use their mother tongue in their daily conversation with others.

When talking about language, focus will be given to linguistics. According to a Linguist, Sapir (1921:8), who defines language as a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily symbols. Then, Crystal (1971:9) stated that Linguistics is the scientific study of language. Finally, the writer concludes that language has a tight relation to linguistics. Linguistics covers so many kinds of study about language. One of them is morphology. Morphology is the system of categories and rules involved in word formation and interpretation. In having the word formation, affixation is inevitable. According to McCarthy (2006:84), Affixation is the process whereby an affix is attached to a base, which may be simple (as in full, the base to which -ness is attached to yield fullness), or complex (like meditate, the base to which pre- is attached to yield premeditate). English affix are classified into prefix, infix, and suffix. But in general, English has no infixes. These two kinds of English affixes (prefixes and suffixes) are different in the ways that are used in English words.

Knowledge of prefixes and suffixes as well as their meanings can help a person enlarge their vocabulary. Once he knows the meanings of a particular prefix or suffix, he has the clue to the meaning of every word beginning with the prefix or ending with the suffix by analyzing the significant parts in the word. So the meaning of many long words can be traced from their component parts, i.e. the base or root, the prefix and suffix, For example:

1. Unhappiness, consisting of "happy" as the base, plus the negative prefix un- and the noun making suffix -ness.
2. Unbreakable, consisting of "break" as the base, plus the negative prefix un- and the adjective forming -able.

From those function and examples above, the writer can conclude that affixation have a very important point in language. The affixation is depicted into four skills that needed for completing communication, namely

listening, speaking, reading, and writing. But in this occasion, the writer intends to search for the narrative writing which is produced by the students of grade eight of SMP Methodist Pematangsiantar. To share their languages, it can be done through two ways, namely oral and written form. Writing is probably already an integral part of human's daily routine. There are so many human's activities related to writing in daily routine, like creating messages or reminders at home, sending e-mail at computer through internet, and writing notes in school. Writing a paragraph is the result of the process in inventing topic and its idea together with words to express the topic and the idea in a smooth text (Siahaan 2006:iii). Furthermore, Siahaan (2008:215) stated in his book that writing is a psychological activity of the language user to put information in the written text. The information which is put in written text is what the users have experienced before.

With this reason, the writer uses it as the topic of this research to make an analysis to the affixation related to writing and to find out what kinds of affixation are being used by the students of grade eight of SMP Methodist Pematangsiantar.

1.1 Problem of the Research

Based on the above explanation, the problem created as the following: what kinds of suffix are found in narrative writing at grade eight of SMP Methodist Pematangsiantar?

1.2 Objective of the Research

The objective of this research is to answer the problem as what has been mentioned in the previous point. It is to find out kinds of suffix are found in narrative writing at grade eight of SMP Methodist Pematangsiantar

1.3 Scope of the Research

English affix are classified into prefix, infix, and suffix. But in general, English has no infixes. These two kinds of English affixes (prefixes and suffixes) are different in the ways that are used in English words. The analysis of affixation has been discussed earlier by a student of English department, Herman (2009) with title *An Analysis of English Affixation in Narrative Writing at Grade Eleven of SMA Methodist Pematangsiantar*. In previous analysis, the writer analyzed and found out that the students prefer to use suffixes than prefixes. But in this occasion, the writer focuses to investigate the kinds of suffixes being used by students in narrative writing. Hence, the writer only chooses one class of four classes, it is VIII-A as an honor class to be taken their writings as data.

1.4 Significance of the Research

1. There are some significance found in this research, they are: theoretical and practical. Theoretically, this research paper is hoped useful for the readers, especially the students of English Department who want to expand and have a further knowledge about affixation.
2. Practically, it is also hoped that this research paper will become a reference for someone who wants to analyze the affixation in another kinds of study.

II. Theoretical Review

2.1 English Affixation

Affixation is a morphological process which adds bound morphemes (usually short) into free morphemes. According to McCarthy (2006:84), Affixation is the process whereby an affix is attached to a base, which may be simple (as in full, the base to which -ness is attached to yield fullness), or complex (like meditate, the base to which pre- is attached to yield premeditate). Language that make no use of affixation at all are hard to find. Through the process of affixation, we can add these three kinds of affixes, they are: prefixes, infixes, and suffixes. Affixes which occur at the beginning of the words are called prefixes and affixes which occur at the end of the words are called suffixes.

The study of affixes belongs to morphology. Morphology is the study of minimal meaningful elements of sounds and the patterns by which they are combined to make words. English words are made from morphemes, which are the smallest units of speech with any meaning or grammatical function. An affixes is a bound morpheme which is added to a stem for a grammatical reason and else change it into a different word class. A free morpheme (sometimes called a "stem" or "base") is one which can meaningfully occur alone. e.g. book, pencil, elephant, love, happy, etc.

A bound morpheme must always occur with a base, e.g. the "plural" morpheme in books cannot alone as "s", except in a word like: The "s" in "books" express plurality. Other examples of bound morphemes are: the "negative" morpheme in (un)happy, (im)possible and the "quality" morpheme in happi(ness), sinceri(ty), kind(ness), etc , and it is called the affixes.

2.2 The classification of Affixes

Bound morphemes may be classified as affixes which are subdivided into prefixes, infixes, and suffixes

2.2.1.1 The Prefixes

According to Brinton (2000:77), prefix is affixes which attach to the beginning of roots. The common English prefixes can be seen in the following table:

Prefixes	Meaning	Examples
a- (also an-)	not, without	atheist, anaemic
a-	to, towards	aside, aback
	in the process of, in a particular state	a-hunting, aglow
a-	of	anew
	completely	abashed
ab- (also abs-)	away, from	abdicate, abstract
ad- (also a-, ac-, af-, ag- al-, an-, ap-, at- as-, at-)	movement to, change into, addition or increase	advance, adulterate, adjunct, ascend, affiliate, affirm, aggravate, alleviate, annotate, apprehend, arrive, assemble, attend
ante-	before, preceding	antecedent, ante-room
anti- (also ant-)	opposing, against, the opposite	anti-aircraft, antibiotic, anticlimax, Antarctic
Be-	all over, all around	bespatter, beset
	completely	bewitch, bemuse
	having, covered with	bejewelled
	affect with (added to nouns)	befog
	cause to be (added to adjectives)	becalm
com- (also co-, col-, con-, cor-)	with, jointly, completely	combat, codriver, collude, confide, corrode
contra-	against, opposite	contraceptive
counter-	opposition, opposite direction	counter-attack, counteract
de-	down, away	descend, despair, depend, deduct
	completely	denude, denigrate
	removal, reversal	de-ice, decamp
dia- (also di-)	through, across	diagonal
dis- (also di-)	negation, removal, expulsion	disadvantage, dismount, disbud, disbar
en- (also em-)	put into or on	engulf, emmesh
	bring into the condition of intensification	enlighten, embitter entangle, enrage
ex- (also e-, ef-)	Out	exit, exclude, expand
	upward	exalt, extol
	completely	excruciate, exasperate
	previous	ex-wife
extra-	outside, beyond	extracurricular
hemi-	half	hemisphere
hyper-	beyond, more than, more than normal	hypersonic, hyperactive
hypo-	under	hypodermic, hypothermia
in- (also il-, im-)	not, without	infertile, inappropriate, impossible
in- (also il-, im-, ir-)	in, into, towards, inside	influence, influx, imbibe
infra-	below	infrared, infrastructure
inter-	between, among	interact, interchange
intra-	inside, within	intramural, intravenous
non-	absence, negation	non-smoker, non-alcoholic
ob- (also oc-, of-, op-)	blocking, against, concealing	obstruct, occult, offend, oppose
out-	surpassing, exceeding	outperform
	external, away from	outbuilding, outboard
over-	excessively, completely	overconfident, overburdened, overjoyed
	upper, outer, over, above	overcoat, overcast
peri-	round, about	perimeter
post-	after in time or order	postpone
pre-	before in time, place, order or importance	pre-adolescent, prelude, precondition
pro-	favouring, in support of	pro-African
	acting for	proconsul
	motion forwards or away	propulsion
	before in time, place or order	prologue
re-	again	repaint, reappraise, reawake
semi-	half, partly	semicircle, semi-conscious
sub- (also suc-, suf-, sug-, sup-, sur-, sus-)	at a lower position	submarine, subsoil
	lower in rank	sub-lieutenant
	nearly, approximately	sub-tropical
syn- (also sym-)	in union, acting together	synchronize, symmetry

Prefixes	Meaning	Examples
trans-	across, beyond	transnational, transatlantic
	into a different state	translate
ultra-	beyond	ultraviolet, ultrasonic
	extreme	ultramicroscopic
un-	not	unacceptable, unreal, unhappy, unmanned
	reversal or cancellation of action or state	unplug, unmask
under-	beneath, below	underarm, undercarriage
	lower in rank	undersecretary
	not enough	underdeveloped

(Adapted from <http://www.englishclub.com/vocabulary/prefixes.htm>)

2.2.1.2 The Infixes

Infixes are placed in the middle of the base or stem. English has no infixes, except the loan words as the infix ‘-o-’ in the word “Thermometer”, “geology”, “morphology”, etc.

2.2.1.3 The Suffixes

According to Brinton (2000:77) stated in her book, suffixes which attach to the end of roots. Suffixes clearly contribute to the meaning of words and it is worthwhile to know their origin and meaning. The common English suffixes can be seen in the following table

No.	Suffix	Function and Meaning	Examples
1	- able,	makes adjectives meaning	accountable
			adaptable
			fashionable
2	- ible	able to, likely to, etc	responsible
			eligible
3	- acy	makes nouns of quality or condition from adjectives	aristocracy
			diplomacy
			privacy
4	- age	makes noun meaning collection or service	acreage
			coinage
			storage
5	- al	makes nouns and adjectives meaningful of, pertaining to, connected with	accidental
			appraisal
			conjectural
6	- an , - - ian	makes adjectives and nouns meaning of or from a country, group, doctrine	Indonesian
			Utopian
			Singaporean
7	- ance , - - ence	makes nouns from adjectives meaning and adverbs meaning state or condition	acquaintance
			dependence
			confidence
8	- ant, - - ent	makes noun and adjectives meaning process or one who	significant
			assistant
			dependent
			absorbent
9	- arian	makes adjectives and nouns meaning occupation, sect or one who believes in	disciplinarian
			antiquarian
			authoritarian
10	- ary	makes nouns meaning related to	momentary
			reactionary
11	- ate	makes adjectives from nouns meaning possessing or denotes a function	affectionate
			passionate
			foliate
12	- ation	makes nouns meaning action, process of or the result of	assassination
			articulation
			damnation
13	- cide	makes nouns meaning an act of killing	genocide
			insecticide
			suicide
14	- dom	makes nouns meaning state of or rank	earldom
			freedom
			officialdom
15	- ed	makes adjectives meaning having, resembling, etc	laughed
			hard-headed
			talented
16	- ee	makes nouns meaning one who	absentee
			employee

No.	Suffix	Function and Meaning	Examples
			trustee
17	- eer	makes nouns and verbs meaning one who works with or one who makes	profiteer mountaineer
18	- en	makes verb from adjectives and nouns meaning to make	blacken deafen ashen
19	- er	makes nouns meaning one who practices or one who lives in	adviser commander Berliner
20	- ery, - ory, - ry	makes nouns meaning a business, place, behavior, act, trade	brewery discriminatory lavatory tapestry bakery
21	- ese	makes nouns and adjectives meaning inhabitant, language or the style of a group or people	Chinese journalese Portuguese Japanese
22	- esque	makes adjectives meaning having the style of	arabesque picturesque statuesque
23	- ess	makes nouns feminine	countess lioness heiress
24	- ette	makes nouns into diminutives	cigarette laundrette novelette
25	- fold	makes adjectives meaning having x parts	hundredfold manifold tenfold
26	- ful	makes adjectives meaningful of or having the character of	eventful cupful peaceful tearful handful mouthful
27	- hood	makes nouns meaning the state of being	boyhood brotherhood manhood
28	- ic	makes adjectives meaning connected with	alcoholic poetic
29	- ical	makes adjectives meaning connected	biological poetical statistical
30	- ician	makes nouns meaning one who is skilled in or engaged in	beautician musician statistician magician
31	- ics	makes nouns denoting an art, science or activity	acoustics athletics mathematics
32	- ie, - y	makes nouns denoting familiarity or forming nicknames, diminutives	Geordie Daddy piggy
33	- ify, - fy	makes verbs meaning to cause, to be or become	classify beautify intensify deify amplify
34	- ine	makes adjectives meaning like	alpine equine feline
35	- ing	makes nouns and participles denoting activity or state	cooking fishing talking
36	- ize	makes verbs meaning to make	criticize fertilize Americanize memorize

No.	Suffix	Function and Meaning	Examples
37	- ish	makes adjectives meaning like or tending towards	childish
			girlish
38	- ism	makes nouns denoting beliefs, act, process or characteristic	criticism
			Americanism
			heroism
39	- ist	makes nouns meaning one who works with or not who practices	publicist
			industrialist
			fascist
40	- ite	akes nouns meaning native of, or follower of, and makes adjectives from names	Israeliite
			labourite
41	- ition	makes nouns meaning doing something, ability or state	composition
			assertion
			abolition
42	- itious	makes adjectives meaning state or quality	ambitious
			repetitious
			surreptitious
43	- ity	makes nouns meaning state or quality	oddity
			deformity
			charity
44	- ive	makes adjectives meaning quality of	attractive
			active
			colorless
45	- less	makes adjectives meaning free from, without	lawless
			senseless
			booklet
46	- let	makes nouns meaning little, or an arrangement	booklet
			piglet
			bracelet
47	- like	makes adjectives meaning resembling	gentlemanlike
			lifelike
			warlike
			childlike
48	- ling	makes nouns meaning young, little or a person	earthling
			duckling
			underling
			yearling
49	- logy	makes nouns meaning a branch of science	biology
			geology
			sociology
			zoology
50	- ly	makes adverbs and adjectives meaning state or quality	cautiously
			correctly
			lovely
			stupidly
51	- ment	makes nouns meaning the product of or the state of	achievement
			development
			assessment
			retirement
52	- most	makes adjectives superlative	furthermost
			innermost
53	- ness	makes nouns meaning state or quality	carelessness
			coolness
			happiness
			dryness
54	- ous	makes adjectives denoting quality	adventurous
			poisonous
			jealous
55	- ship	makes nouns meaning the quality of	championship
			friendship
			ownership
			membership
56	- some	makes adjectives meaning	handsome
			meddlesome
			threesome
			quarrelsome
57	- ster	makes nouns meaning one	jokester
			gangster
			teamster
			youngster
58	- ward, -	makes adverbs meaning toward	homeward

No.	Suffix	Function and Meaning	Examples
	wards		backward
			upwards
			outwards
59	- wise	makes adverbs meaning	clockwise
			crosswise
			money-wise

(Adapted from Manik, 1991 in his research entitled A Comparative Study between English and Toba Batak Affixation)

2.3 Genre

The word genre itself comes from The French (originally Latin) word for kind or class. The term genre was first introduced in the area of English as specific purpose (ESP) in 1981, in an ESP journal article by Elaine Tarone and her colleagues on the language of scientific reports (Paltridge, 2001:2). In addition, Mahwah (2002:2) explains that genre as means for analysing text has become a means for better pragmatic and linguistic understanding of texts. It also supplies possible pedagogical applications. It devoted to genre pedagogy adds to pedagogical thinking because it stretches notions of what can be done in the reading and writing classroom. Further explanation from Chandler (2005:2) that term genre is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer a distinctive type of the texts.

From the description above a conclusion that can be drawn is that genre has the strong relation with the text. What is text? Texts are made of words. Words are around us. When words are used to make meaning the text is created. So the text that used in this research refers to Encyclopedia Britanica (2008) which says that text is a unit of connected speech or writing , especially composed of more than one sentence, that form a cohesive form. There are thousands of texts around us. The text can be classified into genre through three characteristics, they are purpose of communication, organization structure and language features. The purpose of communication or social function is the reasons why we speak or write or create the text. Organization structure of the text or generic structure is the text organization or text arrangement. Language features or lexical grammar that is such things as the grammar, vocabulary and connectors that we use.

Lin (2006: 6) says that genre refers to more specific classes of texts, such as newspaper reports or recipes. Furthermore Partridge (2001: 11) genre describe types of activities such as personal letter, advertisement students essay and the term of text type represent group of text which are similar in linguistic form such as Procedure, anecdote, description. However, the term of genre in this article means type of the text. The type of text can be divided into 12, namely recount, report, discussion, explanation, exposition analytical, exposition hortatory, news item, spoof, narrative, procedure, description, and review.

2.3.1 Narrative

Narrative is introduced to amuse or entertain the readers with actual or imaginary experience in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. The generic (schematic) structures are:

1. Orientation (who was involved, when and where was it happened)
2. Complication (a problem arises and followed by other problems)
3. Resolution (provide solution to the problem)

Language features Narrative:

- Use of noun phrases (a beautiful princess, a huge temple)
- Use of adverbial phrases of time and place (in the garden, two days ago)
- Use of simple past tense (He walked away from the village)
- Use of action verbs (walked, slept)
- Use of adjectives phrases (long black hair)

Example:

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The King and his men tried to kill the monster, but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armor and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster. Grendel went back to his home in a lake and died. Grendel's mother was very angry, and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. The dragon lived in a cave with a treasure. It was very big and breathed fire. The knights were afraid, and they did not want to fight the dragon. King Beowulf was an old man, but he put on his armor again and went to the dragon's cave with his men.

(Quoted from Detik-Detik Ujian Nasional Bahasa Inggris, 2010).

III. Research Method

This chapter discusses about the method and procedure that are used to solve the problem of the research. The writer has written some theories in the previous chapter. In order to describe research design, subject, object, technique of collecting data, and technique of analyzing the data.

3.1 Research Design

Here for this research, the writer uses the combination of way of using descriptive qualitative and quantitative approach. The purposes of the usage of both are: a) Qualitative approach is used to describe the data. One of the characteristics of qualitative method is to see process we have to deal with setting, that is the place where all things to be researched. b) Quantitative approach is used to count the percentage of each variation that will be related to some non-linguistics factors.

3.2 Data Source

The data source was taken from the suffixes in narrative writing. The writer asked the students to write writings as the data to be analyzed the process of experiential function.

3.3 Technique of Collecting Data

There are many techniques used in collecting data. The writer himself chose the field research, classroom, and asked the research subject to make writing. The writer used four classes to get the students' writing. It meant that 4 classes were used to obtain the narrative writing from the students. And, there were at least 36 students in each of the class. Thus, the writer asked the students to write their writing based on genre of writing freely.

3.4 Techniques of Analyzing Data

After getting the data from the research subjects, the writer uses some steps in analyzing the data as the following:

- a. Collecting the narrative writing created by the students of grade eight of SMP Methodist Pematangsiantar
- b. Analyzing the kinds of suffixes used by the students in writing their writing.
- c. Finding the kinds of suffixes used in narrative writing.

IV. Data Analysis And Findings

4.1 Research Findings

After analyzing the data, the researcher found in his research that some kinds of suffixes were being used in narrative writing by the students of grade eight of SMP Methodist Pematangsiantar.

Some examples of suffixes found in narrative writing are as follow:

No	Types of Suffix	Examples
1	-ed/-d	started, happened, finished, waited, continued, coupled, married, died, stayed, enjoyed, failed, passed, stopped, surprised, asked, picked, lunched, trapped, walked, reached, thanked, injured, accompanied, opened, satisfied, wanted, changed, served.
2	-s/-es	Minutes, cars, activities, experiences, trees, means, bridges, years, dishes, poles, rocks, clothes.
3	-ly	Usually, exactly, unfortunately, suddenly, directly, entirely, lonely, seriously, especially
4	-al	National
5	-ion	Situation
6	-en	Fallen
7	-ing	Driving, falling, tumbling, shining, coming
8	-ity	Electricity
9	-ment	Announcement

4.2 Discussion

After analyzing the data above, the researcher would like to discuss the students' writing. The data discussed below is taken from one student initialled with HJR. The discussions from the researcher are:

1. The students' mistakes in using tenses such as, "wanted" but is written in present, "want" in their sentences. But, with the grammatical error of tenses, it will affect the writing's quality because it has broken the rules of grammar and writing in English. It can be seen through example in sentence 4 for "One day Malin Kundang want go to the city". The word "want" should be written in past form. But here, the students wrote in base form and it has broken the rules of grammar. Not only one or two students but many of them are also.
2. The students are still lack of the knowledge about affixation so that they only have a limit in their vocabulary using. The knowledge about affixation (whether prefix or suffix) will improve their writing quality. It can be seen on the first discussion about their grammar error in using suffix -ed.

V. Conclusion

After describing an overview about the affixation and analyzing them in the narrative writing, the conclusion can be drawn is there are some kinds of suffixes found in narrative writing produced by students of grade eight of SMP Methodist Pematangsiantar, they are: -ed/d, s/es, -ly, -al, -ion, -en, -ing, -ity, -ment

This paper has shown the analysis of suffix in narrative writing. More research needs to be conducted to make further analysis in other kinds of text in order to get a better understanding of affixation because the writer feels that his research through narrative is not enough yet to fulfill human's needs in further studying of affixation.

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