

CHAPTER IV

RESULT OF THE STUDY

This chapter consists of result of the study. The data taken in this study are deverbal nouns used/found in thesis abstracts of English education program of State Islamic College of Palangka Raya undergraduated on 2012. But not every sentence in these theses abstracts that produces the morphological process of transposition word as deverbal nouns. Therefore, the researcher describes only a few sentences that produces as deverbal noun. The analysis of the study is based on the research problem in chapter I.

A. The Forms of Deverbal Nouns Used in Thesis Abstracts of English Education Program Undergraduated on 2012

This part of the study focused on the forms of deverbal nouns in the form of morphological process of transposition word. The transposition word of deverbal nouns used in thesis abstracts of English education program undergraduated on 2012 are not far different from how standard words come into being, they are:

1. Deverbal nouns forming by adding suffix *-ance / -ence*
 - a. *-ance*

No.	Words	Root	Suffixes
1.	Significance	Signify	-ance
2.	Guidance	Guide	-ance
3.	Avoidance	Avoid	-ance
4.	Performance	Perform	-ance

b. -ence

No.	Words	Root	Suffixes
1.	Difference	Differ	-ence

2. Deverbal nouns forming by adding suffix *-ment*

No.	Words	Root	Suffixes
1.	Achievement	Achieve	-ment
2.	Measurement	Measure	-ment
3.	Treatment	Treat	-ment
4.	Management	Manage	-ment
5.	Assessment	Assess	-ment
6.	Improvement	Improve	-ment

3. Deverbal nouns forming by adding suffix *-ing*

No.	Words	Root	Suffixes
1.	Using	Use	-ing
2.	Obtaining	Obtain	-ing
3.	Testing	Test	-ing
4.	Teaching	Teach	-ing
5.	Learning	Learn	-ing
6.	Implementing	Implement	-ing
7.	Collecting	Collect	-ing
8.	Analyzing	Analyze	-ing
9.	Listening	Listen	-ing
10.	Writing	Write	-ing
11.	Reading	Read	-ing
12.	Speaking	Speak	-ing
13.	Greeting	Greet	-ing
14.	Checking	Check	-ing
15.	Introducing	Introduce	-ing
16.	Preparing	Prepare	-ing
17.	Setting	Set	-ing
18.	Guiding	Guide	-ing
19.	Giving	Give	-ing
20.	Helping	Help	-ing
21.	Correcting	Correct	-ing
22.	Concluding	Conclude	-ing
23.	Suggesting	Suggest	-ing
24.	Motivating	Motivate	-ing
25.	Finding	Find	-ing
26.	Allowing	Allow	-ing
27.	Answering	Answer	-ing

28.	Recognizing	Recognize	-ing
29.	Memorizing	Memorize	-ing
30.	Defining	Define	-ing
31.	Measuring	Measure	-ing
32.	Gaining	Gain	-ing
33.	Getting	Get	-ing
34.	Having	Have	-ing
35.	Showing	Show	-ing
36.	Contributing	Contribute	-ing
37.	Drawing	Draw	-ing
38.	Arranging	Arrange	-ing
39.	Mapping	Map	-ing
40.	Playing	Play	-ing
41.	Centering	Center	-ing
42.	Planning	Plan	-ing
43.	Evaluating	Evaluate	-ing
44.	Organizing	Organize	-ing
45.	Identifying	Identify	-ing
46.	Seeking	Seek	-ing
47.	Monitoring	Monitor	-ing
48.	Translating	Translate	-ing
49.	Restructuring	Restructure	-ing
50.	Improving	Improve	-ing
51.	Praising	Praise	-ing
52.	Expanding	Expand	-ing
53.	Modifying	Modify	-ing
54.	Repeating	Repeat	-ing
55.	Summarizing	Summarize	-ing
56.	Criticizing	Criticize	-ing
57.	Clarifying	Clarify	-ing
58.	Understanding	Understand	-ing
59.	Explaining	Explain	-ing
60.	Broadening	Broaden	-ing
61.	Volunteering	Volunteer	-ing
62.	Taking	Take	-ing
63.	Comprehending	Comprehend	-ing
64.	Breathing	Breath	-ing
65.	Describing	Describe	-ing
66.	Practicing	Practice	-ing
67.	Cooperating	Cooperate	-ing
68.	Applying	Apply	-ing
69.	Investigating	Investigate	-ing
70.	Doing	Do	-ing
71.	Constructing	Construct	-ing

72.	Connecting	Connect	-ing
73.	Determining	Determine	-ing
74.	Forming	Form	-ing
75.	Compounding	Compound	-ing
76.	Clipping	Clip	-ing
77.	Blending	Blend	-ing
78.	Borrowing	Borrow	-ing
79.	Increasing	Increase	-ing
80.	Deciding	Decide	-ing
81.	Providing	Provide	-ing

4. Deverbal nouns forming by adding suffix *-(a(t)ion)*

a. *-ation*

No.	Words	Root	Suffixes
1.	Population	Populate	-ation
2.	Calculation	Calculate	-ation
3.	Implementation	Implement	-ation
4.	Observation	Observe	-ation
5.	Documentation	Document	-ation
6.	Verification	Verify	-ation
7.	Limitation	Limit	-ation
8.	Pronunciation	Pronounce	-ation
9.	Education	Educate	-ation
10.	Computation	Compute	-ation
11.	Translation	Translate	-ation
12.	Explanation	Explain	-ation
13.	Classification	Classify	-ation
14.	Preparation	Prepare	-ation
15.	Tabulation	Tabulate	-ation
16.	Overgeneralization	Overgeneralize	-ation
17.	Communication	Communicate	-ation
18.	Application	Apply	-ation
19.	Evaluation	Evaluate	-ation
20.	Correlation	Correlate	-ation
21.	Motivation	Motivate	-ation
22.	Participation	Participate	-ation
23.	Organization	Organize	-ation
24.	Information	Inform	-ation
25.	Relaxation	Relax	-ation
26.	Clarification	Clarify	-ation
27.	Interpretation	Interpret	-ation
28.	Affixation	Affix	-ation
29.	Abbreviation	Abbreviate	-ation

30.	Reduplication	Reduplicate	-ation
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b. Deverbal nouns forming by adding suffix *-tion/-sion*

No.	Words	Root	Suffixes
1.	Collection	Collect	-tion
2.	Reduction	Reduce	-tion
3.	Conclusion	Conclude	-sion
4.	Omission	Omit	-sion
5.	Addition	Add	-tion
6.	Description	Describe	-tion
7.	Restriction	Restrict	-tion
8.	Comprehension	Comprehend	-sion
9.	Perception	Perceive	-tion
10.	Instruction	Instruct	-tion
11.	Introduction	Introduce	-tion
12.	Suggestion	Suggest	-tion
13.	Confusion	Confuse	-sion
14.	Revision	Revise	-sion
15.	Correction	Correct	-tion
16.	Invention	Invent	-tion
17.	Expression	Express	-sion

c. *-ion*

No.	Words	Root	Suffixes
1.	Contribution	Contribute	-ion

5. Deverbal nouns forming by adding suffix *-al*

Theoretically, suffix *-al* was one kind of suffixes that used to form deverbal noun.⁹² A number of verbs take suffix *-al* to form abstract nouns denoting an action or the result of an action. Suffix *-al* only attaches to verbs that end in a stressed syllable. Hence, verbs ending in an unstressed syllable are a priori excluded as possible bases. So, having final-stress is only one (of perhaps many) prerequisites that a base form must fulfill to become eligible for nominal *-al* suffixation.

⁹² Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, p. 51.

But practically, the researcher not found suffix *-al* used in thesis abstracts of English Education Program Students undergraduated on 2012 of State Islamic College of Palangka Raya.

6. Deverbal nouns forming by adding suffix *-er*

No.	Words	Root	Suffixes
1.	Writer	Write	-er
2.	Teacher	Teach	-er
3.	Researcher	Research	-er
4.	Reader	Read	-er
5.	Tester	Test	-er
6.	Highlighter	Highlight	-er
7.	Marker	Mark	-er

B. The Functions of Deverbal Nouns Used in Thesis Abstracts of English Education Program Undergraduated on 2012

This section was reveal the functions of deverbal nouns used in thesis abstracts of English education program undergraduated on 2012. Below presented the explanation of the functions of deverbal nouns used in thesis abstracts of English education program undergraduated on 2012.

1. Suffix *-ance/-ence*

- 1) “... *the publishers use the readability formula as the guidance to measure the readability level or reading level*”
- 2) “*The problems faced by the students on the use auxiliary Do, Did, and Does came from interlingua transfer, avoidance, first language and translation*”
- 3) “...*was to describe the type of oral feedback that the teacher provided to respond student’s performance and the students’ perception toward EFL teacher’s oral feedback ...*”
- 4) “...*the calculated value ($t_{observed}$) was greater than t_{table} at 1% and 5% significance level ...*”

- 5) *“It indicated that there is a significant difference between the mean of students’ pre-test and post-test scores ...”*

Based on the sentences above, suffix *–ance/-ence* in the (1) – (5) is the one of generally suffixes used for forming abstract nouns denoting activity or result of X-ing (action nouns or patient nouns). Such as sentences in 1), 2), and 3), the suffix *–ance/-ence* used for forming nouns denoting activity of X-ing (action nouns), and sentences in 4), and 5), the suffix *–ance/-ence* used for forming abstract nouns denoting result of X-ing (patient nouns).

2. Suffix *–ment*

- 1) *“... the writer used one kind of instrument, i.e. Flesch readability formula as a measurement, ...”*
- 2) *“It was designed the lesson plan, conducted the treatment and observed the students’ score by pre-test and post-test”*
- 3) *“There are three problems faced by teacher in implementing STAD method namely: the classroom become crowded, time management, always relies on friends who are smarter”*
- 4) *“There are some solutions of that problem, namely: controlled the group one of factor group assessment ...”*
- 5) *“...using flash cards show better improvement of vocabulary mastery than those taught by conventional strategies”*
- 6) *“... the result of the study showed that the student’s achievement in using regular and irregular verbs...”*

Based on the sentences above, Similar with suffix *–ance/-ence*, the suffix *–ment* in the (1) – (6) is the one of generally suffixes used for forming abstract nouns denoting activity or result of X-ing (action nouns or patient nouns). Such as sentences in 1), 2), 3), 4), and 5), the suffix *–ment* used for forming nouns

denoting activity of X-ing (action nouns), and sentences in 6), the suffix *-ment* used for forming nouns denoting result of X-ing (patient nouns).

3. Suffix *-ing*

- 1) *"The sample of the study was determined by using cluster sampling technique"*
- 2) *"After obtaining the data from experimental and control group,..."*
- 3) *"The result of testing hypothesis indicated that alternative hypothesis (h_a) stating that ..."*
- 4) *"...teaching vocabulary by using thematic model can make the teaching learning more enjoyable and effective ..."*
- 5) *"...teaching vocabulary by using thematic model can make the teaching learning more enjoyable and effective ..."*
- 6) *"What is the problem faced by teacher in implementing the whole language in teaching vocabulary"*
- 7) *"In collecting the data, the writer used some techniques, ..."*
- 8) *"In analyzing the data, the writer used some techniques, ..."*
- 9) *"... teaching learning of vocabulary showed that the listening skill was 37%, writing skill was 10%, reading skill was 16%, speaking skill was 37%"*
- 10) *"... there were several activities that were done included: greeting students, checking present list, brainstorming, introducing the material, preparing the medium, setting up classroom activities, and guiding the questions"*
- 11) *"... there were some activities included: giving the material and helping students"*
- 12) *"... the activities were: correcting the answers together, concluding the material together, suggesting and motivating students..."*

- 13) "...the writer used qualitative approach in finding out the answer of the problem of study"
- 14) "The solutions used by the teacher to solve the problems were: (1) Guiding students, and (2) Allowing students to use dictionary"
- 15) "... and no errors in misordering in answering regular verbs in simple sentence ..."
- 16) "... the students got difficulties in recognizing the pattern of process essay ..."
- 17) "... the students got difficulties in memorizing the time order signals,..."
- 18) "... the students got difficulties in defining the function of pattern"
- 19) "... because this formula is often used by many people in measuring readability, and has easy step"
- 20) "After gaining the pre-test score, the students in the experiment group were taught using numbered head together ..."
- 21) "After getting the data from experiment and control group, the writer analyzed the data using t-test calculation ..."
- 22) "...they often talk while describing the existing word on the slide, making slide that makes me trouble of having to find material ..."
- 23) "...the teacher still continued teaching vocabulary but just read on the her laptop without showing slides"
- 24) "...and what factors do contributing to their difficulties in using nominal sentence of simple present tense ..."
- 25) "... it used some techniques such as data collection, data reduction, data display, and conclusion drawing/verification"
- 26) "... difficulties in arranging the sentence, ..."
- 27) "The study was aimed at measuring the effect of using concept mapping in writing recount paragraph ..."

- 28) *“The problem of the study was, “Does active learning approach thought role playing technique give statistically significant effect ...”*
- 29) *“... to describe the students’ centering their learning, ...”*
- 30) *“... to describe the students’ arranging and planning their learning, ...”*
- 31) *“... to describe the students’ evaluating their learning”*
- 32) *“... 8 students used organizing, ...”*
- 33) *“... 8 students used identifying the purpose of language, ...”*
- 34) *“In post writing, there were 8 students used seeking practice opportunities”*
- 35) *“There were 8 students used self monitoring evaluating in post writing”*
- 36) *“The principle purpose of this research intends to describe and to shed light on the problems, which students faced in translating English newspaper headlines ...”*
- 37) *“...without through the previous process, source language text analysis or ends toward restructuring process”*
- 38) *“...it was shown that the experimental learning gives beneficial contribution in improving the students’ speaking skill...”*
- 39) *“There are acknowledge a correct answer, indicate an incorrect answer, praising, expanding, or modifying a students’ answer, repeating, summarizing, criticizing”*
- 40) *“There are five effects of feedback for the students, there are the feedback can build students’ confidence to participate in classroom, the students can detect their errors, clarifying students’ answer to check students’ understanding, the students feel satisfied and motivated in learning, explaining and broadening students’ knowledge”*

- 41) "...the learners' motivated behaviors at the classroom appeared in the learning process were high attention, high participation, and eager volunteering of teacher-fronted activity"
- 42) "...the students problems in taking TOEFL test, and the students' way to solve the problems"
- 43) "...look for the answer by reading of comprehending the text, ..."
- 44) "...do relaxation by deep breathing"
- 45) "the study applied qualitative approach which was aimed at describing on the strategies of learning vocabulary..."
- 46) "The strategies are used by seniors in learning in Ulin Nuha dormitory of State Islamic College Palangka Raya consisted of memory strategy, practicing naturally strategies, social strategies (cooperating with peers), applying images ..."
- 47) "the study was aimed at investigating whether there was a significant differences or not about of using picture card ..."
- 48) "...the students' final score in vocabulary mastery to differ both groups' achievement in doing the test"
- 49) "The error often occurs in constructing and connecting sentences, ..."
- 50) "The error often occurs in constructing and connecting sentences..."
- 51) "This study is aimed at (1)..., (2) determining the function of slang words in the "Brooklyn's Finest" movie"
- 52) "There are eight types in forming slang words found in Brooklyn's Finest movie ..."
- 53) "There are eight types in forming slang words found in Brooklyn's Finest movie, they are affixation, compounding, abbreviation (clipping, blending), reduplication, borrowing, invention, and eponym"

- 54) *“This study is aimed to measure the effectiveness of Role Playing Technique in increasing ...”*
- 55) *“RPT implemented in this study consists of some steps, those are 1) deciding on the school syllabus and material, 2) ..., 3) providing the situation to be role played ...”*

Based on the sentences above, Similar with suffix *-ance/-ence, -ment*, the suffix *-ing* in the (1) – (55) is the one of generally suffixes used for forming abstract nouns denoting activity or result of X-ing (action nouns or patient nouns). In addition to the general used, Suffix *-ing* is indeed all verbs can form nouns with it irrespective of whatever other suffixes they may use; but even *-ing* nouns may have semantic and grammatical idiosyncrasies (one can look at a painting or a building, but one listens to a song rather than to a singing). But in this case, the researcher only found suffix *-ing* used for forming abstract nouns denoting activity of X-ing (action nouns) in thesis abstract of English Education Program Students Undergraduated on 2012.

4. Suffix *-((a)t)ion*

- 1) *“... the writer analyzed the data using t-test calculation manually and also SPSS 15.0 program to test the hypothesis”*
- 2) *“The purpose of this study was to describe the implementation and the problem faced by teacher in teaching ...”*
- 3) *“... the writer used some techniques, namely: (1) Observation, (2) Interview, (3) Documentation”*
- 4) *“... the writer used some techniques, namely: (1) Data collection, (2) Data reduction, (3) Data display, and (4) Conclusion/Verification”*
- 5) *“... it was classified the types of errors were: there were 10 errors in omission, and 111 errors in addition, ...”*

- 6) *“The limitation of the study only conducted the error analysis in regular and irregular verbs in sentences ...”*
- 7) *“... there are four skills (writing, listening, speaking, and reading) and three component language (vocabulary, grammar, and pronunciation) ...”*
- 8) *“Besides the system of education, teaching strategy and technology”*
- 9) *“As indicated by the statistically computation of SPSS 12 for windows...”*
- 10) *“The problems faced by the students on the use auxiliary Do, Did, and Does came from interlingua transfer, avoidance, first language and translation”*
- 11) *“To know some types of errors classification made of the students”*
- 12) *“In analyzing the data, it used some techniques: preparation and tabulation”*
- 13) *“Besides, types of errors appear within translation text included overgeneralization, simplication, communication, base error...”*
- 14) *“..., incomplete application of rules, false concepts hypothesized, ignorance of rule restriction, (variety of Interlingua error)”*
- 15) *“...it was shown that the experimental learning gives beneficial contribution in improving the students’ speaking skill...”*
- 16) *“This study aimed at measuring the effectiveness of the Jigsaw Model within cooperative learning strategy to improve narrative text comprehension ...”*
- 17) *“The students pleased if the teacher developed their answer and gift the shade or instruction of the correct answer”*
- 18) *“...to describe the evaluation used by the English teacher at ...”*
- 19) *“In pre-activities the teacher greeting the students, check the present list and introduction material...”*

- 20) “So, the writer interested to prove that vocabulary and reading has significant correlation”
- 21) “...the learners’ motivated behaviors at the classroom appeared in the learning process were high attention, high participation, ...”
- 22) “They also would revise at all levels (content, organization, vocabulary, grammar, and spelling)”
- 23) “They were bothered by confusion and revision”
- 24) “...ask correction to the teacher...”
- 25) “...do relaxation by deep breathing”
- 26) “...as cooperative and question for clarification that insert in socio-affective strategies”
- 27) “In addition, the calculation result using SPSS 19 also supported the interpretation of t-test result from manual calculation”
- 28) “There are eight types in forming slang words found in Brooklyn’s Finest movie, they are affixation, compounding, abbreviation (clipping, blending), reduplication, borrowing, invention, and eponym”
- 29) “Guiding the students to pronounce the expression used correctly ...”
- 30) “The population of the study was the whole students of the second grade students at SDN Percobaan Menteng Palangka Raya...”
- 31) “The research methodology used descriptive statistic which is the writer wanted to know the description factual problem of students’ EFL problem...”
- 32) “Teacher gave additional explanation”
- 33) “...was to describe the type of oral feedback that the teacher provided to respond student’s performance and the students’ perception toward EFL teacher’s oral feedback ...”

- 34) “...she gives her students suggestion and close the class activity”
- 35) “...the teacher to give motivation to their students”
- 36) “They were bothered by confusion and revision”
- 37) “...read the text quickly to find the main idea or the information to answer the questions...”

Based on the sentences above, Similar with suffix *-ance/-ence, -ment, -ing* the suffix *-(a)tion* in the (1) – (37) is the one of generally suffixes used for forming abstract nouns denoting activity or result of X-ing (action nouns or patient nouns). Such as sentences in 1) - 29), the suffix *-(a)tion* used for forming nouns denoting activity of X-ing (action nouns), and sentences in 30) – 37), the suffix *-(a)tion* used for forming nouns denoting result of X-ing (patient nouns).

5. Suffix *-er*

- 1) “...the writer used quantitative approach to find out the answer of the problem of the study”
- 2) “... the teacher do not only learn about one subject but the students can get many knowledge ...”
- 3) “The researcher gave test to students in translation form of English newspaper headlines into Indonesia”
- 4) “Idiomatic translation should be focused by translator in order to what he or she translate about could communicate toward reader”
- 5) “...the researcher was helped by the English teacher of SMA-N 2 Palangka Raya as the second tester for pre-test and post-test”
- 6) “...highlight the important information using highlighter, ask for repetitions...”
- 7) “...highlight the important information using highlighter, marker, or underline ...”

Based on the sentences above, the suffix *-er* in the 1), 2), 3), 4), and 5) is the one most generally used for forming nouns denoting a person performing the action of the corresponding verb (agent nouns). But it is not the only function is more likely to denote a thing or a piece of machinery than a person, such in sentence 6), and 7).

C. The Meanings of Deverbal Nouns Used in Thesis Abstracts of English Education Program Undergraduated on 2012

In this part of the study focused on the meanings of deverbal nouns used in thesis abstracts of English education program undergraduated on 2012. There were 3 meanings of deverbal noun found in thesis abstracts of English education program undergraduated on 2012, they are: *action noun meaning (the act/action or process of X-ing)*, *patient noun (the result of X-ing)*, and *agent noun (a person or thing having to do with X)*. Below will be presented meanings of deverbal noun found in thesis abstracts of English education program undergraduated on 2012, they are:

1. Action noun (*the act/action or process of X-ing*)
 - a. Suffix *-ance*
 - 1) “... the publishers use the readability formula as the guidance to measure the readability level or reading level”
 - 2) “The problems faced by the students on the use auxiliary *Do, Did, and Does* came from interlingua transfer, avoidance, first language and translation”
 - 3) “...was to describe the type of oral feedback that the teacher provided to respond student’s performance and the students’ perception toward EFL teacher’s oral feedback ...”

Based on the sentences above, it emphasizes that suffix *-ance* in the deverbial noun word “*guidance, avoidance, performance*” have meaning *the act/action/activity or process of guiding, avoiding, performing.*

b. Suffix *-ment*

- 1) “... *the writer used one kind of instrument, i.e. Flesch readability formula as a measurement, ...*”
- 2) “*It was designed the lesson plan, conducted the treatment and observed the students’ score by pre-test and post-test*”
- 3) “*There are three problems faced by teacher in implementing STAD method namely: the classroom become crowded, time management, always relies on friends who are smarter*”
- 4) “*There are some solutions of that problem, namely: controlled the group one of factor group assessment ...*”
- 5) “*...using flash cards show better improvement of vocabulary mastery than those taught by conventional strategies*”

Based on the sentences above, it emphasizes that suffix *-ment* in the deverbial noun word “*measurement, treatment, management, assessment, improvement*” have meaning *the act/action/activity or process of measuring, treating, managing, assessing, and improving.*

c. Suffix *-ing*

- 1) “*The sample of the study was determined by using cluster sampling technique*”
- 2) “*After obtaining the data from experimental and control group, ...*”
- 3) “*The result of testing hypothesis indicated that alternative hypothesis (h_a) stating that ...*”
- 4) “*...teaching vocabulary by using thematic model can make the teaching learning more enjoyable and effective ...*”

- 5) "...teaching vocabulary by using thematic model can make the teaching learning more enjoyable and effective ..."
- 6) "What is the problem faced by teacher in implementing the whole language in teaching vocabulary"
- 7) "In collecting the data, the writer used some techniques, ..."
- 8) "In analyzing the data, the writer used some techniques, ..."
- 9) "... teaching learning of vocabulary showed that the listening skill was 37%, writing skill was 10%, reading skill was 16%, speaking skill was 37%"
- 10) "... there were several activities that were done included: greeting students, checking present list, brainstorming, introducing the material, preparing the medium, setting up classroom activities, and guiding the questions"
- 11) "... there were some activities included: giving the material and helping students"
- 12) "... the activities were: correcting the answers together, concluding the material together, suggesting and motivating students..."
- 13) "...the writer used qualitative approach in finding out the answer of the problem of study"
- 14) "The solutions used by the teacher to solve the problems were: (1) Guiding students, and (2) Allowing students to use dictionary"
- 15) "... and no errors in misordering in answering regular verbs in simple sentence ..."
- 16) "... the students got difficulties in recognizing the pattern of process essay ..."
- 17) "... the students got difficulties in memorizing the time order signals,..."
- 18) "... the students got difficulties in defining the function of pattern"

- 19) "... because this formula is often used by many people in measuring readability, and has easy step"
- 20) "After gaining the pre-test score, the students in the experiment group were taught using numbered head together ..."
- 21) "After getting the data from experiment and control group, the writer analyzed the data using t-test calculation ..."
- 22) "...they often talk while describing the existing word on the slide, making slide that makes me trouble of having to find material ..."
- 23) "...the teacher still continued teaching vocabulary but just read on the her laptop without showing slides"
- 24) "...and what factors do contributing to their difficulties in using nominal sentence of simple present tense ..."
- 25) "... it used some techniques such as data collection, data reduction, data display, and conclusion drawing/verification"
- 26) "... difficulties in arranging the sentence, ..."
- 27) "The study was aimed at measuring the effect of using concept mapping in writing recount paragraph ..."
- 28) "The problem of the study was, "Does active learning approach thought role playing technique give statistically significant effect ..."
- 29) "... to describe the students' centering their learning, ..."
- 30) "... to describe the students' arranging and planning their learning, ..."
- 31) "... to describe the students' evaluating their learning"
- 32) "... 8 students used organizing, ..."
- 33) "... 8 students used identifying the purpose of language, ..."
- 34) "In post writing, there were 8 students used seeking practice opportunities"

- 35) *“There were 8 students used self monitoring evaluating in post writing”*
- 36) *“The principle purpose of this research intends to describe and to shed light on the problems, which students faced in translating English newspaper headlines ...”*
- 37) *“...without through the previous process, source language text analysis or ends toward restructuring process”*
- 38) *“...it was shown that the experimental learning gives beneficial contribution in improving the students’ speaking skill...”*
- 39) *“There are acknowledge a correct answer, indicate an incorrect answer, praising, expanding, or modifying a students’ answer, repeating, summarizing, criticizing”*
- 40) *“There are five effects of feedback for the students, there are the feedback can build students’ confidence to participate in classroom, the students can detect their errors, clarifying students’ answer to check students’ understanding, the students feel satisfied and motivated in learning, explaining and broadening students’ knowledge”*
- 41) *“...the learners’ motivated behaviors at the classroom appeared in the learning process were high attention, high participation, and eager volunteering of teacher-fronted activity”*
- 42) *“...the students problems in taking TOEFL test, and the students’ way to solve the problems”*
- 43) *“...look for the answer by reading of comprehending the text, ...”*
- 44) *“...do relaxation by deep breathing”*
- 45) *“the study applied qualitative approach which was aimed at describing on the strategies of learning vocabulary...”*
- 46) *“The strategies are used by seniors in learning in Ulin Nuha dormitory of State Islamic College Palangka Raya consisted of memory strategy, practicing naturally strategies, social strategies (cooperating with peers), applying images ...”*

- 47) “*the study was aimed at investigating whether there was a significant differences or not about of using picture card ...*”
- 48) “*...the students’ final score in vocabulary mastery to differ both groups’ achievement in doing the test*”
- 49) “*The error often occurs in constructing and connecting sentences, ...*”
- 50) “*The error often occurs in constructing and connecting sentences...*”
- 51) “*This study is aimed at (1)..., (2) determining the function of slang words in the “Brooklyn’s Finest” movie*”
- 52) “*There are eight types in forming slang words found in Brooklyn’s Finest movie ...*”
- 53) “*There are eight types in forming slang words found in Brooklyn’s Finest movie, they are affixation, compounding, abbreviation (clipping, blending), reduplication, borrowing, invention, and eponym*”
- 54) “*This study is aimed to measure the effectiveness of Role Playing Technique in increasing ...*”
- 55) “*RPT implemented in this study consists of some steps, those are 1) deciding on the school syllabus and material, 2) ..., 3) providing the situation to be role played ...*”

Based on the sentences above, it emphasizes that suffix *-ing* in the deverbial noun words have meaning *the act/action/activity or process of X-ing*.

d. Suffix *-(a(t)ion*

- 1) “*... the writer analyzed the data using t-test calculation manually and also SPSS 15.0 program to test the hypothesis*”
- 2) “*The purpose of this study was to describe the implementation and the problem faced by teacher in teaching ...*”

- 3) "... the writer used some techniques, namely: (1) Observation, (2) Interview, (3) Documentation"
- 4) "... the writer used some techniques, namely: (1) Data collection, (2) Data reduction, (3) Data display, and (4) Conclusion/Verification"
- 5) "... it was classified the types of errors were: there were 10 errors in omission, and 111 errors in addition, ..."
- 6) "The limitation of the study only conducted the error analysis in regular and irregular verbs in sentences ..."
- 7) "... there are four skills (writing, listening, speaking, and reading) and three component language (vocabulary, grammar, and pronunciation) ..."
- 8) "Besides the system of education, teaching strategy and technology"
- 9) "As indicated by the statistically computation of SPSS 12 for windows..."
- 10) "The problems faced by the students on the use auxiliary Do, Did, and Does came from interlingua transfer, avoidance, first language and translation"
- 11) "To know some types of errors classification made of the students"
- 12) "In analyzing the data, it used some techniques: preparation and tabulation"
- 13) "Besides, types of errors appear within translation text included overgeneralization, simplication, communication, base error..."
- 14) "..., incomplete application of rules, false concepts hypothesized, ignorance of rule restriction, (variety of Interlingua error)"
- 15) "...it was shown that the experimental learning gives beneficial contribution in improving the students' speaking skill..."

- 16) *“This study aimed at measuring the effectiveness of the Jigsaw Model within cooperative learning strategy to improve narrative text comprehension ...”*
- 17) *“The students pleased if the teacher developed their answer and gift the shade or instruction of the correct answer”*
- 18) *“...to describe the evaluation used by the English teacher at ...”*
- 19) *“In pre-activities the teacher greeting the students, check the present list and introduction material...”*
- 20) *“So, the writer interested to prove that vocabulary and reading has significant correlation”*
- 21) *“...the learners’ motivated behaviors at the classroom appeared in the learning process were high attention, high participation, ...”*
- 22) *“They also would revise at all levels (content, organization, vocabulary, grammar, and spelling)”*
- 23) *“They were bothered by confusion and revision”*
- 24) *“...ask correction to the teacher...”*
- 25) *“...do relaxation by deep breathing”*
- 26) *“...as cooperative and question for clarification that insert in socio-affective strategies”*
- 27) *“In addition, the calculation result using SPSS 19 also supported the interpretation of t-test result from manual calculation”*
- 28) *“There are eight types in forming slang words found in Brooklyn’s Finest movie, they are affixation, compounding, abbreviation (clipping, blending), reduplication, borrowing, invention, and eponym”*
- 29) *“Guiding the students to pronounce the expression used correctly ...”*

Based on the sentences above, it emphasizes that suffix *-ation* in the deverbial noun words above have meaning *the act/action/activity or process of X-ing*.

2. Patient noun (*the result of X-ing*), the sample of the data can be determining as follow:

a. Suffix *-ance/-ence*

- 1) “...*the calculated value ($t_{observed}$) was greater than t_{table} at 1% and 5% significance level ...”*
- 2) “It indicated that there is a significant difference between the mean of students’ pre-test and post-test scores ...”

Based on the sentences above, it emphasizes that suffix *-ance/-ence* in the deverbial noun word “*significance, difference*” have meaning *the result of signifying, differencing*.

b. Suffix *-ment*

- 1) “... *the result of the study showed that the student’s achievement in using regular and irregular verbs...*”

Based on the sentences above, it emphasizes that suffix *-ment* in the deverbial noun word “*achievement*” have meaning *the result of achieving*.

c. Suffix *-(a(t)ion*

- 1) “The population of the study was the whole students of the second grade students at SDN Percobaan Menteng Palangka Raya...”
- 2) “The research methodology used descriptive statistic which is the writer wanted to know the description factual problem of students’ EFL problem...”
- 3) “Teacher gave additional explanation”

- 4) “...was to describe the type of oral feedback that the teacher provided to respond student’s performance and the students’ perception toward EFL teacher’s oral feedback ...”
- 5) “...she gives her students suggestion and close the class activity”
- 6) “...the teacher to give motivation to their students”
- 7) “They were bothered by confusion and revision”
- 8) “...read the text quickly to find the main idea or the information to answer the questions...”

Based on the sentences above, it emphasizes that suffix *-ation* in the deverbal noun word “*population, description, explanation, perception, suggestion, motivation, confusion, information*” have meaning *the result of populating, describing, explaining, perceiving, suggesting, motivating, confusing, informing*.

3. Agent noun (*a person or thing having to do with X*), the sample of the data can be determining as follow:
 - a. Suffix *-er* with meaning agent noun (a person having to do with X)
 - 8) “...the writer used quantitative approach to find out the answer of the problem of the study”
 - 9) “... the teacher do not only learn about one subject but the students can get many knowledge ...”
 - 10) “The researcher gave test to students in translation form of English newspaper headlines into Indonesia”
 - 11) “Idiomatic translation should be focused by translator in order to what he or she translate about could communicate toward reader”
 - 12) “...the researcher was helped by the English teacher of SMA-N 2 Palangka Raya as the second tester for pre-test and post-test”

Based on the sentences above, it emphasizes that suffix *-er* in the deverbial noun word “*writer, teacher, researcher, reader, tester*” have meaning *a person who write, teach, research, read, test*.

b. Suffix *-er* with meaning agent noun (a person having to do with X)

- 1) “...*highlight the important information using highlighter, ask for repetitions...*”
- 2) “...*highlight the important information using highlighter, marker, or underline ...*”

Based on the sentences above, it emphasizes that suffix *-er* in the deverbial noun word “*highlighter, marker*” have meaning *a thing to do highlighting, marking*.