SUFFIXES USE IN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL ON TENTH GRADE STUDENT'S: A MORPHOLOGY PERSPECTIVE

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Abstract

The purpose of the research is to analyze about suffixes use in English textbook for senior high school on tenth grade. Morphology is the study of morphemes which are the smallest significant units of grammar. There are two kinds of morphology, they are derivational and inflectional. Affixes such as suffixes, infixes, prefixes, ablaut and reduplication are kinds of derivational morphology, meanwhile plural, possessive, past time, progressive, comparative and superlative are kinds of inflectional morphology. Morphology relates to grammar. Grammar is one apsect in studying English. The apsects in grammar sometimes confuse not only the students but also the teachers. Data was taken from English textbooks used by senior high school, English Zone and English book. The participants of this research were the grade tenth students in senior high school. To do the research they were asked to Based on the analyses, it is found that the aspects of grammar focus are revealed in every word. The results of this research are
Keyword*s: English Textbook, Grammar Focus, Morphology Perspective*

Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis penggunaan sufiks pada buku teks bahasa Inggris untuk SMA kelas X. Morfologi adalah studi tentang morfem yang merupakan unit tata bahasa terkecil yang signifikan. Morfologi ada dua macam, yaitu derivasional dan infleksi. Afiks seperti sufiks, infiks, prefiks, ablaut, dan reduplikasi merupakan morfologi turunan, sedangkan jamak, posesif, masa lampau, progresif, komparatif, dan superlatif merupakan morfologi infleksi. Morfologi berhubungan dengan tata bahasa. Tata bahasa merupakan salah satu aspek dalam mempelajari bahasa Inggris. Apsek dalam tata bahasa terkadang membingungkan tidak hanya siswa tetapi juga guru. Data diambil dari buku teks Bahasa Inggris yang digunakan oleh Sekolah Menengah Atas, Bahasa Inggris Zone dan Buku Bahasa Inggris. Siswa penelitian ini adalah siswa kelas X SMA. Untuk melakukan penelitian mereka diminta. Berdasarkan hasil analisis ditemukan bahwa aspek grammar focus terungkap pada setiap kata. Hasil dari penelitian ini adalah
Kata Kunci: Buku Teks Bahasa Inggris, Fokus Tata Bahasa, Perspektif Morfologi

I. INTRODUCTION

English language is a system that has a symbol or signal consist of sound, word sentences, and discourse. From those symbols, people make agreement at the meaning of word, learn together that words and use it to communicate with other people in exchanging the information in economics, politics, education and others important aspects.

Concerning on the description of the language itself, (Kumaravadivelu, 2006) stated that a definition of language is always implicitly or explicitly, a definition of human being in the world (2006). That is because language permeates every aspect in human experience, and creates as well as reflects images of that experience, It is almost impossible to imagine human life without it.

Chomsky who has persuasively demonstrated that language as system is amenable to scientific analysis and, in doing so, he has elevated our ability to deal with language as system to a higher level of sophistication.

English is increasingly being used as a tool for interaction among non-native speakers. Well over one half of the one billion English speaker of the world learned English as a second (or foreign) language. English language is usually valued highly as a tool for upward mobility. But in many countries, English is a required subject in secondary schools and higher education institutions. In Indonesia, English has an important role that is to be the foreign language. Since it is a foreign language, English is only taught in schools or in other educational institutions such as English courses. The community does not use English as a means of communication. Therefore access to this language is limited.

In English classroom, textbooks are used in different ways in language programs. For example, a reading textbook might be the basic for a course on reading skills, providing both a set of reading texts and exercises for skills practice (Richards, 2001). The students learn English grammars and sills from the book as the source. Additionally, they learn how to use the language in a contest. An English textbook has an important role in the classroom.

Another reason for using that the textbooks we had selected for the course was their appearance and the quality of their presentation. In Indonesia, English textbook for senior high school student is based on schools-based curriculum dealing with four skills, listening, speaking, reading, and writing, and

components, vocabulary, spelling grammar, and pronunciation. Those skills and components ate learned by the students in the class through a textbook.

One of the language component discussed in English textbook is grammar. In this research, there are two English textbook that provide grammar for senior high school in learning English are *English* and *English Zone* book. The *English* book consists of 312 pages with 10 units. It has description of the skills and language components. Each unit consists of 3 grammatical items that are connected to the topic. Each grammatical item is provided in table for an explanation. There are grammar exercises for students in every unit and grammar reviews in every five units.

The book is written by Utami Widiati, M. A, Ph.D (Ed), she is an English lecturer of literary Faculty in Univesitas Negeri Malang. English book is published in 2009 and used by many senior high schools over the cities. This book is also be a best seller because it contents of many aspects, such as; listening, pronunciation, speaking, grammar focus, reading, suffix, prefix, and writing.

The *English Zone* book consists of 181 pages with 6 units. It has description of the skills and language component. Each unit consists of 2 until 3 grammatical items that connected to the topic. Each grammatical item is provided in table for an explanation. There are exercises for students and grammar review in every unit. The book is written by Eka Mulia Astuti, she is an English teacher and trainer. The book is published in 2006. It contains of reading text types, gambits, cross cultural understanding, grammar and opportunities to develop writing skills.

Based on the observation, conducting by curriculum dealing with four skills; listening, speaking, reading, and writing which consist of many aspects that must be studied further so that the student understands of those aspects can be more understandable.

In Indonesia, English textbook for senior high school students is based on school – based curriculum dealing with four skills; listening, speaking, reading and writing, and components; vocabulary, spelling, grammar, and pronunciation. Those skills and components are learned by the students in the class through a textbook.

II. LITERATURE REVIEW
The Concept of Textbook

In language teaching, each lesson in the textbook should stand for a set of skills, a set of language patterns, and associated vocabula-

ry first learnt in speech and then tested and exercised in the reading of a text and in the attached exercises. To make the best use of time in the classroom and to avoid unintended repetition or neglect of essential language patterns, the teacher is wise to have a textbook.

The component of textbook, they are: tasks, practical exercises, examples, reading texts and grammar focus. Majority of textbooks provided are in accordance with current curricula and syllabuses. Textbooks are available for almost all grades and subjects (with the exception of certain technical and vocational areas).

Textbook plays an important role in English Language Teaching (ELT), particularly in the English as a foreign language (EFL) classroom where it provides the primary from of linguistics input. They also add that textbook can also be used as a tool to initiate learning activities both the teacher and the student.

The writer of the textbook has to condense; he cannot print everything in his book which the teacher should teach, it would become too thick and unmanageable; and in any case, he can never forecast what will happen in this or that class, or what the circumstances of a particular lesson will be. Since textbook

holds important functions in language teaching, it should provide learners with the access of an extended usage of the target language.

Book is essential as teacher's role in the classroom. Book is a backbone of the materials. It is the media of subjects that student learn and apply their thinking abilities through knowledge and activities. By using the data and materials, students get a deeper understanding of the basic ideas that drive theories of the discipline.

There are two factors that involved in the development of commercial textbooks: those representing the interests of the author, and those representing the interests of the publisher. The second basic reason for using the particular textbooks we had chosen was that the books made it possible for learners who, for various reasons, had missed the lessons to catch up. They also made it possible for the class to prepare in advance for lessons. In my opinion it is important that textbooks should be so designed and organized that a great deal of improvisation and adaptation by both teacher and class is possible.

The third reason for using the textbook we had selected for the course was their appearance and the quality of their presentation.

This is still one of the least discussed reasons for using textbooks. Textbooks can at best provide only a base or a core of materials. They are the jumping-off point for teacher and class. They should not aim to be more than that. Textbooks, if they are to provide anything at all, can only provide the prop or framework within which much of this activity occurs.

The same opinion comes from Brown about textbook. Student often feel more positive about textbook than some teachers. For them, the textbook is reassuring, it allows them to look forward and back, to give them a chance to prepare for what is coming and reviews what they have done. Now that, books tend to be much more colorful than in the old days, students enjoy looking at the visual material in front of them.

English textbook should have a natural sequence of subject or lesson so that the student could comprehend and learn easily. Moreover, it is not only students but also teachers need a textbook. For teachers, textbooks have many advantages. In the first place, textbooks have a consistently syllabus and vocabulary will have chosen with care. Good textbooks have a range of reading, listening material and grammatical items to back them up.

They have dependable teaching sequences and, at the very least, they offer teachers something to fall back on when they run out of ideas of their own.

Textbook, like any other medium, have inherent limitations. The authors of textbooks must make it clear what those limitations are: for example, whether or not the textbook is intended as a self-study tool or aid, or for classroom use by a teacher and a group of learners. Most of all, the authors and creators of textbooks must abandon any claim that their products are anything more than basic tools.

The differences between past and current trends in English language textbooks are textbooks are used in different ways in language program. For example, a grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge.

While (Richards, 2003) adds the argument of principal advantages on the use of textbook:

1. They provide structure and a syllabus for a program.
2. They help standardize instruction.
3. They maintain quality.

4. They provide a variety of learning resources.

5. They are efficient.

6. They can train teachers.

7. They are visually appealing.

8. They can provide effective language models and input.

From these arguments, a conclusion can be made. The use of textbooks provides a lot of advantages both for the teachers and the learners of the language. Textbook not only has functions in assisting the teaching learning process, but it also has another purpose to facilitate the teachers and learners to make the most of the target language.

Understanding and realizing the importance and the crucial roles of textbook for EFL classroom, textbook itself should be good and appropriate to use. According to Berry, the textbook should consist of the authentic language forms. It means that in English textbook, it should consist of the authenticity of language use in conversation.

(Kitao, 1997) says a textbook should cover the cultural and information of the target language. He says that the cultural information included in English textbooks should be correct and recent. It should not be biased and should reflect background cultures of English.

The purpose of cultural information included in English textbook is to give knowledge to the learners of the cultural information, do that it can provide a reference on why the language forms are used.

Brown says that textbook is one type of text, a book for use in an educational curriculum. Whether a curriculum or textbook is billed as functional, communicative, structural, or whatever, grammar and grammar sequencing is an issue. Grammar is the system of rules governing the conventional arrangement and relationship or word in a sentence. The components of words (prefixes, suffixes, roots, verb, and noun endings, etc) are indeed a part of grammar. Technically, grammar refers to sentence- level rules only, and not to rules governing the relationship among sentences.

Grammar is one of three dimensions of language that are interconnected. Grammar gives the form or the structures of language, but those forms are literally meaningless without a second dimension. In other words, grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc). In such a view, grammar is a dynamic process and learners are called on to engage in what she called "grammaring".

The Nature of Grammar

Grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Swan suggests that the teaching of grammar should be determined by the needs of the students. Grammar is a method to make a good sentence and coherence each word, through arrange a word, phrase, and clause until to be a good sentence, but not only about to arrange a good sentence it is describe about sound and pronouncing too. Good pronunciation reflects good understanding of listener, it means good in pronouncing word to word in articulation, saying sentence structure and using of tenses. English has developed as a language on its lines and cannot be forced to conform to any earlier language rules. Ultimately, the only purpose of grammar is to serve to conveyance of meaning. (Thornbury, 1999), Grammar is partly the study of what forms or structures are possible in a language. Therefore, a grammar is a description of the rules that govern how sentences are formed.

(Aarts, 2011) said, "Grammar is concerned with the structure of words (morphology) and of phrases and clauses (syntax)." Grammar is a process of forming words from the small unit, then to be phrases and also clauses until to be a higher form that unit of sentence.

Meanwhile (Lobeck, 2010) quote, "Grammar is a complex system of rules that governs how speaker organize sounds into words and words into sentences." In this theory, the grammar is not only explained about word formation into a sentence, but also about pronunciation the recite can produce the words or sentences with good and fluent. Until the listener can understand of speaker mean.

In the other theory, (Raman, 2006) said, "Grammar is a method, the method of language and its rules are its line of projection by which it links language to reality in the use of language." This theory explains that grammar is a method of relation between the words which is arranged in the context, with speaker pronounces appropriately. Thus, what is written can be expressed with the pronunciation in the context availability to avoid misunderstanding in the text to the context used.

According to (Lieber, 2005), "A grammar can be defined as the set of principles that distinguish the possible morpheme combinations, words combinations, and sound combinations sin a language from the impossible one." It means that grammar is a distinguishing element in the grammar itself. For example in

a sentence are morphemes, words, phrases, clauses and till to be a sentence. To distinguish equality form, it is to be required combination of some words with another lik conjunction. Thus forming a phrase or clause and to be a sentence, and with the differences in formation and corporation of the words can avoid common errors, misunderstanding in interpreting, writing, or translating.

The Nature of Morphology

Morphology based on Loretto Todd, is a part of phonology and phonology has been described as the study of speech sounds and their patterns. It is a study based on the 'phoneme' or smallest significant unit of speech. (Todd 1987) stated, "Morphology is the study of morphemes, which are the smallest significant units of grammar." This definition becomes more comprehensible based on the examples below.

Cat   → cats

look   → looked

In linguistics, morphology is the identification, analysis and description of the structure of morphemes and other units of meaning in a language like words, affixes, and parts of speech and intonation/stress, implied context (words in a lexicon are the subject matter of lexicology).

There two kinds of morphology, they are derivational and inflectional morphology.

a. Derivational morphology fulfills two main functions in English. Morphemes can be used to form new words. Derivational morphemes make new words from old ones (Crystal, 1991) Thus *creation* is formed from **create**, but they are two separate words. Most languages, but especially agglutinating and inflectional ones, differentiate between the **stem** of the word, which carries the basic meaning, and various **affixes** or attachments that carry additional, often grammatical, meanings. There are several kinds of affixes:

Suffixes are attached to the end of the stem;

Prefixes are attached to the front of the stem;

Infixes are put in the middle of the word;

Ablaut is a change in a vowel that carries extra meaning;

Reduplication is a matter of doubling a syllable to do the same.

Suffixes are the most common, and English uses them. For example, the past tense of most verbs is a matter of adding *-ed* to the stem; the present participle is made by

adding *-ing;* the plural of a noun is made by adding *-s.*

There are also some prefixes which commonly occurs, such as: be-, de-en-, ex-, hyper-, pre-, pro-, re-, sub-, super- and trans-. Prefixes alter the meaning but do not always change the function of the word to which they are prefixed.

There are also suffixes which commonly change the class of the word to which they are attached:

Beauty (n) + ful = beautiful (adj.)

Determine (v)+ation = determination (n)

Words ending in the morphemes –acy, -ation, -er, -or, -ess, -ity, -ment, ness, and –ship tend to be nouns.

Democracy   actor   agreement

Determination headmistress weakness

Words ending in –ise, -ize tend to be verbs

Energize   hospitalize

Words ending in –able, -ed, -ful, -ical, -ive, -less, -like, -ous and –y tend to be adjectives.

Enjoyable helpful economical

Polished diminutive hopeless

Words ending in –ly, tend to be adverbs.

Read the instruction ***carefully***

She is smiling ***happily***

But not all of the words ending in –ly tend to be adverbs. It can be adjectives also.

She is a ***lovely*** girl

They gave a ***friendly*** welcome last time

b. Inflectional morphology never involves a change of class. It occurs with nouns, pronouns and verbs. In nouns, inflection marks plurality in regular nouns:

Book → books

Chair → chairs

Some English morphemes, by category:

derivational	inflectional
-ation	-s Plural
-al	-s Possessive
-ize	-ed Past
-ic	-ing Progressive
-y	-er Comparative
-ous	-est Superlative

The possessive of all nouns:

John's book/books

The women bag/bags

Irregular nouns often form their plurals by a vowel change:

Child   children

Tooth   teeth

But they form the possessive in exactly the same way as regular nouns

The dog tail   the dog's tail

The student book the student's book

There is no difference in sound between a regular noun's plural form and its possessive.

> The student's books

> The students' books

Inflectional suffixes are used to indicate present tense agreement:

> I/You/They/We   sing/drink

> He/She/It   sing+s/drink+s

The present participle:

> Sing+ing/drink+ing

The past tense and past participle:

> I look+ed/I have look+ed

> She water+ed/She has water+ed

In irregular verbs, the past tense and the past participle are often signaled by a vowel change or a vowel change plus a suffix:

> Drink   drank   drunk

> Eat   ate   eaten

III. METODOLOGY

Method is specific research technique. The method used in this research is the qualitative descriptive method. The research describes and analyses how the aspect of grammar focus in English Zone and English textbook are revealed for senior students.

The aim of descriptive study is to make a description and a picture in a systematic and accurate manner on conclusion which is applied in real life. Kumar states, "The study is classified as qualitative if: the purpose or aim of the study is primarily to describe a situation, phenomenon, problem or event; the information is gathered through the use of variables measured on nominal or ordinal scales (qualitative measurement scales). In this case, the research method used in this research is qualitative study to obtain data from an English textbook titled.

In qualitative research, the researcher is the primary research instrument. First, researchers themselves collect the data, by directly observing or interviewing the participants, for example. They can also collect a wide range of dta and begin to think about it immediately, allowing them to clarify ideas promptly for accuracy of interpretation.

The researcher took the data from the book of English book and English Zone for senor high school first grade student. The English book is composed by Utami Widiati, M.A, Ph.D. (Ed), published by Bailmu in 2009. It consists of 10 units and each unit consists of 2 grammar focus. The English Zone book is composed by Eka Mulia Astuti, published by Erlangga in 2010. It consists of 6 units and each unit consists of 2 grammar focus.

After reading the data sources, the aspect of morphological structures from the content of the books are noted down by analyzing the words in grammar focus and reading texts as parts of the morphological structures concerning on the derivational and inflectional. Then, the details of this aspect in morphology focus are listed in the explanation.

The following are the steps to analyze the data:

a. The data which have been listed are compared for analyzing the aspect of grammar focus;

b. After that, the data are viewed from the sources to identify how grammar focus is revealed; and

c. From this analysis, how the grammar focus is revealed could be explained.

IV. FINDING AND DISCUSSION

There are some findings found in the English textbook, they are:

NAME OF UNIT	GRAMMAR FOCUS
Unit 2	Simple Past Tense Past Cont. Tense
Unit 3	Imperative Sentences Adverbs of Manner
Unit 4	Comparisons Past Perfect Tense Past Forms

Table 1 Grammar Focus in English Zone book.

Suffixes Use: Simple Past Tense (Unit 2)

The past tense of most verbs is a matter of adding *-ed* to the stem;

Here are some examples:

Happen	→	happened
Decide	→	decided
Arrive	→	arrived
Stop	→	stopped
Hope	→	hoped
Try	→	tried
Walk	→	walked
Enjoy	→	enjoyed

The plural of a noun is made by adding *-s*. Or to inflect verb or nouns.

Thing	→	things
Action	→	actions
Form	→	forms

Derivation of verb to a noun :

State	→	statement

Suffixes Use: Imperative Sentences (Unit 3)

The Inflectional of *suffix –s* :

Manner	→	manners
Include	→	includes
Utensil	→	utensils
Culture	→	cultures
Standard	→	standards
Noise	→	noises
Elbow	→	elbows

The inflectional suffixes of past tense is made by adding –*ed*

For examples:

Eat	+ ing	= eating
Interest	+ ing	= interesting
Cough	+ ing	= coughing
Sneeze	+ ing	= sneezing
Blow	+ ing	= blowing
Leave	+ ing	= leaving
Return	+ ing	= returning

Or affixation involving both prefixation and suffixation:

Un + become + ing = unbecoming

Suffixes Use: Comparations (Unit 4)

A regular pattern of suffixation with -er and -est, are comparative and superlative forms of adjectives belong to inflectional rather than derivational morphology.

Here are the examples:

Positive	*Comparative*	*Superlative*
Tall	taller	the tallest
Large	larger	the largest
Happy	happier	the happiest
Pretty	prettier	the prettiest

The Inflectional of *suffix -s* :

Comparison	→	comparisons
Show	→	shows
Thing	→	things
Point	→	points

Difference	→	differences
Sentence	→	sentences
Game	→	games
Other	→	others

Suffixes that form adjective in –*ed, -ful, -ous* and –*y*

Here are the examples:

Captured

Famous

Useful

Powerful

Beautiful

Pretty

Suffixation as derivational morphology:

Like + ness = likeness

Suffixes Use : Past Perfect Tense (Unit 4) :

Word ending in the morpheme *-ity* tend to be noun.

- Activity

The suffixes of regular past participle is made by adding *-ed.*

Here are the examples :

Completed

Compared

Suffered

Passed

Killed

Word ending in *-ly*, tend to be adverb :

Usually	Finally

Suffixes Use : Past Forms (Unit 4)

The inflection of verbs or nouns are made by adding -*s* or -*es*.

Examples :

Expresses (verb)

Exists (noun)

Teaches (verb)

Novels (noun)

Means (verb)

Words ending in the morphemes -*ion*, and -*men*t tend to be nouns.

Situation

Action

Punishment

NAME OF UNIT	GRAMMAR FOCUS
Unit 1	To Be Simple Present Tense
Unit 2	Present Cont. Tense Future Cont. Tense
Unit 3	Simple Future Tense 'Will/Shall' and 'Going to
Unit 6	Singular and Plural Nouns Question Tags
Unit 7	Pronouns Reflexive Prounouns

Table 2 Grammar Focus in English book

Suffixes Use: To Be (Lesson 1)

Suffixes –*s* as plural nouns and verbs:

Exist (verb)

Statements (noun)

Sentences (noun)

Questions (noun)

Contractions (noun)

Prefix that from adjective:

Ir + regular = irregular

There is also an example of suffix which commonly changes the class of the word to which it is attached:

Beauty (n) + ful = beautiful (adj)

Suffixes Use: The Present Continuous Tense (Lesson 2)

Word ending as suffixes in –*ous,* and –*ive,* tend to be adjectives.

Here are the examples:

Continuous	humorous
Nervous	religious
Ridiculous	luxurious
Progressive	spacious
Relative	nutritious

Suffixes –*s* as plural nouns and verbs:

Actions

Words

Exists

Suffixes Use: The Simple Future Tense 'Will/Shall and 'Going To'

(Lesson 3)

Suffix –*ion* tend to be noun.

Here are the examples:

Decision

Prediction

The suffixes of plural is made by adding –*s*

Here are the examples:

> Situation
>
> Events
>
> Weeks
>
> Predictions
>
> Facts
>
> Hours
>
> Kitties
>
> Intentions
>
> Conversations

Word ending in –*ly* tend to be adverb:

> Really

Derivational morphology that involves prefixation:

> In + formal   = informal

Suffixes Use: Singular and Plural Nouns (Lesson 6)

When a noun means only one, it is said to be plural.

Here are the example:

> Book   →   books
>
> Pencil   →   pencils
>
> Boy   →   boys
>
> Day   →   days
>
> Roof   →   roofs
>
> Safe   →   safes

Other examples are:

> Sugars

> Coffees
>
> Kinds

Suffixes Use: pronouns (Lesson 7)

Suffixes-*s* as plural noun and verbs:

Takes	designs
Sentences	residents
Objects	buys
Refers	ministers
Types	plants
Keeps	wishes
Wastes	exercise
Things	peaces

Suffix –*ion* mean act, process, state or condition.

Here are example:

> Abbreviate (verb)→abbreviation (noun)
>
> Calculate (verb) →calculation (noun)
>
> Educate (verb)→education (noun)
>
> Eradicate (verb)→eradication (noun)

Suffixes Use: Reflexive Pronoun (Lesson 7)

Words ending –*s* tend to be verb of present tense.

Here are example:

> Turns
>
> Reflects

V. CONCLUSIONS

After analyzing the data, it can be concluded that the derivational words and inflectional prefixes and suffixes of grammar

focus in English Zone book and English book had met the aspect of morphological structures in English textbook for senior high school students. The analysis suffixes in English Zone book and English book for ten grade students of senior high school started from the easier to the difficult one.

Best on the observation, to cross check the data concerning on what is needed about the curriculum that refers to the curriculum is by conducting the curriculum dealing with four skills; listening, speaking, reading, and writing which consist of many aspects that must be studied further so that the student's understanding of those aspects can be more understandable. Besides, the morphology aspects that will be examined are only limited of the derivation word of adjective, noun, inflectional suffixes, and inflectional prefixes.

In Indonesia, English textbook for senior high school student is based on school – based curriculum dealing with four skills; listening, speaking , reading, and writing, and components; vocabulary, spelling, grammar, and pronunciation. Those skills and components are learned by the students in the class through a textbook.

Several comparisons between English Zone and English book in relation to the aspect of morphological structure have been found. First, the English book which is written by Utami Widiati, contained some prefixes and suffixes in each lesson, For example, in Lesson 7 explains about suffix –ion and its meaning. It tells how to change the verb into noun in order to make suffix –ion. On the other hand, in English Zone book which is published by Erlangga, there is no explanation about prefix and suffix in detail.

Second, the book content and the systematic of writing between those books are slightly different.

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