NOMINAL AFFIXATION
BETWEEN ENGLISH AND BATAK TOBA LANGUAGE

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ABSTRACT

This study deals with Nominal Affixation in English and Batak Toba language. This article focuses on Nominal Afixation in Batak Toba Language and English particularly derivational noun from Adjectives stems. The data were obtained by conducted descriptive Qualitative design. The data were analyzed into their stems and affixes and formulated the system of the language. Based on the steps was found out {ha} + adjectives stems + {on} in Batak Toba language Nominal Affixation was responded to adjectives stems {-ness}, {-ity}, {-ce}, {-th}, {-cy} in English. It shows that one item in Batak Toba language become two or more in English.

Keyword : *Nominal Affixation, Batak Toba Language, derivational noun, Adjective stem.*

INTRODUCTION

1.1 The Background of the Study

Language plays an important role in our life. We can not understand other's without knowing their languages. If we want to interact with one another, we need a means that is a language. In addition, language also shows someone's culture. People can develop and maintain their culture from one generation by means of language too.

As a developing country, Indonesia has to cooperate with other countries to carry out development in many fields as education, politics, economics, tourism etc. Here English is needed since it is used as a means of communication with other countries in the world. Therefore, Indonesian government streesed the importance of English and makes it as a compulsory subject to be taught to Indonesia students.

Generally it is difficult for Indonesia students are usually caused by the interference of their mother tonque, so when they learn English they tend to transfer the system of native language to English but is not the only sources of difficulties. In other words the difficulty which is faced by Indonesia students is mainly due to the differences of the system of their native language to those of English.

Comparison, then is the best way to begin morphological analysis (Mannis, 187: 146). The most efficient materials are those that are based upon a scientific description of the native language of the learner. Furthermore, in the course of teaching, the teacher should make a good use of any opportunity she may have to make the learner aware of the distinctive characteristic of the language, She is studying as compared to his native language.

Since Indonesia students have difficulties in learning English and the difficulties are due to differences of the systems of their native language to English, it is important to study the differences and similarities between English and the learner's language.

Batak language belons to Malayo Polynesia with five dialects; Batak Toba, Simalungun, Karo, Pakpak, and Mandailing/Angkola (Gleason, 2000: 470) These language are found in North Sumatera. She wants to discuss the comparison between English Nominal Affixation and Batak Toba Language, which is spoken in Samosir Island and the area in South, east and West of Lake Toba.

She has chosen the topic, based of the following reason, first she is batak Tobanese and live in batak Toba society and interest to write of this article. The both of batak Toba Language and English contain nominal affixation, which are derived from the adjective stems so it is possible to make contrastive analysis. Second, the nominal affixation deals with the process of how morphemes are arranged in forming nouns. These are very important if one wants to learn English. Third, she assumes that most of the students whose native language is Batak Toba Language often transfer the system of theirs language to those of English.

1.2 The Problem of the Study

The problem of the study is formulated as follows:

1. What are the Derivational Nominal Affixation in Batak Toba Language and English which are derived from adjective stems?
2. Does the nominal affixation contrast?

1.3. The Scope of the Study

On this occasion she will discuss Nominal Affixation in Batak Toba Language and English particularly derivational nouns from adjective stems.derivational noun derived from adjective in batak Toba confixation is constructed from "(ha)" + adjective stem + (-on) and (hina-) adjective stem, but in this study she will be focused on confixation '(ha-)" + adjective stem (-on).

She determines this study of Nominal affixation in batak Toba language and English specially derivational nouns from adjective because the writer thinks that the topic discussed is very challenging and important. Further to say this scope is meant to restrict the analysis into simpler cover.

1,4 The Objective of the Study

In connection with the problem mentioned before, the objective of the study are:

1. to describe the derivational nominal affixation in Batak Toba language and English which are from adjective stems.
2. to contrast the nominal affixation of the two languages in nominal affixation.

1.5 The Significance of the Study

In connecting with the objective of the study, the significance of this article are:

1. She hopes the findings of the study will be usefull for the students of English people who are trying to learn Batak Toba language.
2. She also expects that the findings of this article will provide information for those are interest in researchers related to this study.

DISCUSSION

2.1 Affixation

Affixation is the process of attaching affixes to the base. According to the position of affixes with respect to the base, there are four kinds of affix namely prefix, infix, suffix, and confix. These show us the information of words through affixation consist of:

1. Prefixes
2. Infixes
3. Suffixes
4. Confixes

The following description on affixation are based on Sinaga Saut Marolop (1995: 73) :

1. Prefixation is the process of attaching an affix to the beginning of the stem or word , e.q:
- {dis}   +   {order}   →   disorder
- {re}   +   {new}   →   renew
- {pa}   +   {ajar}   →   pangajar " Teacher"
- {par}   +   {juji}   →   Parjuji "Gambler"

2. Infixation is a process of inserting or adding an affix into stem or word. Eq:
- {gantung}   +   {ar} → /g/ + {ar} + /antung/ → garantung (BTL)
Batak Toba wooden musical instrument.
- {pahan}   +   {in} → /p/ +{in} + /ahan/   → pinahan (BTL)
"cattle"

3. Suffixation ia a process of attaching an affix to the end of the stem or word. Eq:
- {gombar}   +   {an} → gombaaran (BTL) "picture"
- {hunt}   +   {er}} → hunter (English)

4. Confixation is a process of attaching a pair of simultaneous affixes to the stem or word and together forming any sense and they cannot separate from other. Eq:
- Haburjuon : {ha}   +   {burju}   +   {on} (BTL) " kindness"
- Hahipason : {ha}   +   {hipas}   +   {on} (BTL) "healthiness"

Before the sense of Morphological process, is obtained here, it is important to clarify what is meant by Morpheme". According to Richard (1985: 103) the morpheme is the smallest meaningful unit in a language. Furthermore, Siburian (1994: 53) states 'any linguistic form then which cannot be broken down into a smaller meaningful unit is a morpheme;. From the quotation above , a morpheme is the smallest linguistic unit which has meaning or grammatical function. For instance.For instance (re), (ly), (ment), (er), in English (on), (pa), (par), in Batak Toba language. Generally there are two kinds of morpheme. They are free and and bound Morpheme. The free Morpheme is a morpheme which can stand alone with or without its own meaning. A free morpheme might be also called a free form. Because the free form may also be a combination of a free with one or more bound morpheme. As untold: (un) + (told), nationalize : (nation) + (al) + (iz) (English), Parburu : (par) + (buru) " hunter".

A free form that cannot be further divided into smallest free form is a minimum free form that can be called as a word. For example: {take}, {put}, {uli}, {pogos}, are words because they can not be broken down into lesser forms.

As it mentioned above, a linguistics form then, which can not be broken into smaller meaningful unit, is a morpheme. Some of those may consist of merely one sound, for example :{s} as in cats and {er} as in hunter. Others may not have an orthographic representation such as in te word "sheep", "data" etc where they have two morphemes in each.

The first morpheme has the phonological representation, the words "sheep", "data", are made up of {sheep}+ {o} the zero morphme here indicates plural and {data}+ {o} the zero morpheme here means plural form of data.

Let us note again, the term morpheme has been defined as "a smallest meaningful unit. Which has meaning or grammatical function". According to their function, affixes are two types, they are derivational and inflectional affixes. Derivational affixes serve to form related words ttaht contain a common base. For example player, boyhood.

Inflectional affixes serve as signaling devices to show such grammatical realtionship or give extra grammatical information about the already existing meaning words (for example chairs, waited).

To make clear the difference between derivational and inflectional affixes let us see their characteristic which separate them in the following chart:

Inflectional Affixes	Derivational Affixes
1. Do not change meaning or part of speech	1. Change meaning or part of speech
2. Typically indicates syntactic or semantic between different word in a sentence	2.Typically indicates semantic relation within the word
3. Typically occurs with all member of some large class morpheme	3.Typically occurs with only some members of the class of morpheme.
4. Typically occurs at tne margins of words	4. Typically occurs before inflectional suffixes.

By seeing the classification of affixation according to their function, it can be classified be interpreted that the formation of word through affixation can be classified into derivational affixation and infletional afiffaxation. In this respect, she focusses her discussion only on derived nouns from adjective.

2.2 Morphological Process

The word Morphological is derived from the word Morphology. Morphology is defined as a branch of grammar concerned with the study and of the structure of form and classes of words (Harman 1972: 16). Futhermore (Nida, 1984:1) "Morphology is the study of morhemes and their arrangement in forming the words".

After obsering the definitions of Morphology above, she concludes that morphology is a branch of linguistic which is concerned with the study of morphemes and their different forms and the way how morphemes are constructed to form words.

Two definiton of process is given below: process is a course or method of operations in the production of something. Process is a way which is connected with series of action, change (Hornby, 1997: 666)

From the quotation and explanation above. The morphological process is a process of forming words through the arrangement of morphemes.

2.3 Contrastive Analysis

According to Hartman (1972:12) Contrastive Analysis is a method of linguistic which shows the similarities and differences between two or more languages or dialects with the aims of finding principles which can be apllied to practical problem in language teaching and translation. Furthermore Dirgayatangkas, 1999: Contrtastive analysis is the historical

development of a particular language what the are changes, how do they change or how far they are different or same from its origin or its language family.

From the two definition above, she concludes that contrastive analysis is a method in linguistic, which determines the similarities and diffreneces between two or more languages such as the learner's language and the target language.

Contrastive analysis involves four procedures, they are sescription, selection, contrast amd prediction.

The first procedure of contrastive analysis is description. The description of the languages will have to be based on the same model of description. Basically the description of both languages is based on models of description such as traditional, structural, transformational, generative grammars.

However the contrastive description of both languages is not tied to any specific model of description because not all models of description provide satisfactory description. The second procedure of the linguistics items, rules or structures for contrast since it is impossible to contrast every need to be compared should meet the criterion of equivalence.

The third procedure of contrastive analysis is contrast. The contrast is the mapping of one linguistic system into another and specification of one system into another. Compare and contrast actually is the main point of the contrastive analysis procedure. In this stage we begin to do real contrastive analysis. We classify the similarities and differences of the issue and display them in a proper them in a proper design and form.

The fourth procedure of contrastive analysis is prediction. The prediction is based on the previous procedures. This prediction can be formulateed through hierarchy of difficulty or through psychological and linguistic theory and prediction learning the greater the differences between the system of the two languages being compared and contrasted, the numorous the mutually exclusive forms and patterns in each, the greater is the learning problem and potential area of interference.

The display of the procedure above shows us that the first procedure (description) should be placed to the second procedure, and te second procedure (selection) to be first. In this case if we start to describe all items of two languages, it takes much time and it can be an insufficient task for a contrastive analysis. Therefore the procedure for contrastive analysis is selection, description, contrast and prediction.

In relation to the explanation above, she wants to contrast one of the systems of nominalization by means of derivational affixation derived from adjective.

The data on nominalaffixation as the objectives of the study are obtain by conducting qualitative research and other selected from other select references.

After selecting the data, she analyzed them by segmenting them into their stem and affixes. Later they are contrasted order to detrermine the differences and similarities between the languages. By finding similarities and differences in both languages, aprediction of problem (difficulty) faced by the students whose mother tongue is the Batak Toba languages learning English Nominal Affixation has been formulated.

To formulate the prediction of the problem faced by the people whose native language is the Batak Toba language. Prator's categories are applied. In Prator's categories there are six levels of difficulty namely:
1. Level 0 (transfer)
   In this level there is no difference of contrast between two languages.
2. Level 1 (Coalescence)
   This level applies two items in the native language become coalesced into essentially one item in the target language.
3. Level 3 (Reinterpretation)
   An item that exist in the native languages is given new shape in the target language.

4. Level 2 (Under differentiation)
   An item in the native language is absent in the target language.
5. Level 4 (Over differentiation)
   A new item in target language must be learned.
6. Level 5 (split)
   One item in the native language becomes two or more in the target language. She assumpts that Batak Toba language and English will be as level 5 (split) difficulties.

METHODOLOGY

A. The Method of the Study

      This article was conducted by using descriptive method with qualitative approach. she would like to obtain the data on nominalization in both language. This study mainly reguired library research for the data contained in available refernces with English and batak Toba language nominalization.

      The similarities and differences of nominal affixation in both English and Batak Toba language will be done by comparing and contrasting the similarities and dissimilarities of the nominal affixation process in English and BatakToba Language.

B.Technique of Collecting Data

      The data will be conducted by using documentary technique. The required data would be gathered by reading and studying some references which were related to the study. So the data was taken from the morphology book of English and Batak nominal affixation.

C. Technique of Analyzing Data

      After collecting the data, they will be analized into their stem and affixes and then they are classified according to similar stem and affixes. Then the data will be contrasted by mapping nominal affixation in both languages specifying the relationship between them. The next stem would be to formulate a prediction of difficulties by applying Prator's categories.

DATA AND DATA ANALYSIS

      The following section displays the description of English and Batak Language derivational nominal affixations.

3.1 NOMINAL AFFIXATION IN BATAK TOBA LANGUAGE

1. haburjuon	: {ha-} + burju (Adj) + {-on}
2. habagason	: {ha-} +bagas (Adj) + {-on}
3. habasaon	: {ha-} + basa (Adj) + {-on}
4. haberniton	: {ha-} + bernit (Adj) + {-on}
5. habiaron	: {ha-} + biar (Adj) + {-on}
6. hadangolon	: {ha-} + dangol (Adj) + {-on}
7. habuason	: {ha-} + buas (Adj) + {-on}
8. habisuhon	: {ha-} + bisuk (Adj) + {-on}
9. hadengganon	: {ha} + denggan (Adj) + {-on}
10. hatangkason	: {ha-} + tangkas (Adj) + {-on}
11. hadokdohon	: { ha-} + dokdok (Adj) + {-on}

12. hadameon	: {ha-} + dame (Adj) + {-on}
13. hagaleon	: {ha-} +Gale (Adj) + {-on}
14. haganjangon	: {ha-} + Ganjang (Adj) + {-on}
15. hagaoron	: { ha-} + gaor (Adj) + {-on}
16. hagogoon	: {ha-} + gogo (Adj) + {-on}
17. hasusaon	: {ha-} + susa (Adj) + {-on}
18. hagellengon	: {ha-} + gelleng (Adj) + {-on}
19. hagohon	: {ha-} + gok (Adj) + {-on}
20. hagolapon	: {ha-} + golap (Adj) + {-on}
21. hahatopon	: {ha-} + hatop (Adj) + {-on}
22. hahasaron	: {ha-} + hasar (Adj) + {-on}
23. hahurangon	: {ha-} + hurang (Adj) + {-on}
24. haiason	: {ha-} + ias (Adj) + {-on}
25. haimbaruon	: {ha-} + imbaru (Adj) + {-on}
26. hapistaron	: {ha-} + pistar (Adj) + {-on}
27. hajungkaton	: {ha-} + jungkat (Adj) + {-on}
28. halambohon	: {ha-} + lambok (Adj) + {-on}
29. halambaton	: {ha-} + lambat (Adj) + {-on}
30. halanditon	: {ha-} + landit (Adj) + {-on}
31. haloahon	: {ha-} + loak (Adj) + {-on}
32. halosohon	: {ha-} + losok (Adj) + {-on}
33. halojaon	: {ha-} + loja (Adj) + {-on}
34. hamaloon	: {ha-} + malo (Adj) + {-on}
35. hatiuron	: {ha-} + tiur (Adj) + {-on }
36.hamokmohon	: {ha-} + tiur (Adj) + {-on}
37. hamuraon	: {ha-} +mura (Adj) + {-on}
38. hangalion	: {ha-} + ngali (Adj) + {-on}
39. haneangon	: {ha-} + neang (Adj) + {-on}
40. haotoon	: {ha} + oto (Adj) + {-on}
41. hapadoton	: {ha-} + padot (Adj) + {-on}
42. haholongon	: {ha-} + holong (Adj) + {-on}
43. hapajalon	:{ ha-} + pajal (Adj) + {-on}
44. haporluon	: {ha-} + porlu (Adj) + {-on}
45. haposoon	: {ha-} + poso (Adj) + {-on}
46. haporngison	: {ha-} +porngis (Adj) + {-on}
47. hasumanon	: {ha-} + suman (Adj) + {-on}
48. hasamboron	: {ha-} + sambor (Adj) + {-on}
50. hanapuon	: {ha-} + napu (Adj) + {-on}
51. habadiaon	: {ha-} + badia (Adj) + {-on}
52. hasabaron	: {ha-} + sabar (Adj) + {-on}
53. haroaon	: {ha-} + roa (Adj) + {-on}
54. hatimboon	: {ha-} + timbo (Adj) + {-on}
55. hatajomon	: {ha-} + tajom (Adj) + {-on}
56. hatorangon	: {ha-} + torang (Adj) + {-on}
57. hahipason	: {ha-} + hipas (Adj) + {-on}
58. haluaon	: {ha-} + malua (Adj) + {-on}
59. hapogoson	: {ha-} + pogos (Adj) + {-on}
60. hahosukon	: {ha-} + hosuk (Adj) + {-on}
61. habalgaon	: {ha-} + balga (Adj) + {-on}
62. hamanaton	: {ha-} +manat (Adj) + {-on}

63. hapattunon	: {ha-} + pattun (Adj) + {-on}
64. hatoison	: {ha-} + tois (Adj) + {-on}
65. hangalion	: {ha-} + ngali (Adj) + {-on}
66. hadaulaton	: {ha-] + daulat (Adj) + {-on}
67. hamohopon	: {ha-} + mohop (Adj) +{-on}
68. harippunon	: {ha-} + rippun (Adj) + {-on}
69. hagabeon	: {ha-} + gabe (Adj) + {-on}
70. hatuaon	: {ha-} + tua (Adj) + {-on}
71. hasadaon	: {ha-} + sada (Adj) + {-on)
72. halembaon	: {ha-} + lemba (Adj) + {-on}
73. haporsukon	: {ha-} + porsuk (Adj) + {-on}
74. hapolinon	: {ha-} + polin (Adj) + {-on}
75. hasigapon	: {ha-} + sigap (Adj) + {-on}
76. hapattason	: {ha-} + pattas (Adj) + {-on}
77. hasangapon	: {ha-} + sangap (Adj) + {-on]
78. habasaron	: {ha-} + basar (Adj) + {-on}
79. hatomanon	: {ha-} + toman (Adj) + {-on}
80. haringgasson	: {ha-} + ringgas (Adj) + {-on}
81. hajogalon	: {ha-} + jogal (Adj) + {-on}
82. haserepon	: {ha-} + serep (Adj) + {-on}
83. habottoron	: {ha-} + bottor (Adj) + {-on}

The data indicate that Nouns derived from Adjective in Batak Toba language is constructed "{ha} + adjective stem + {-on}".

The inclusion confix " {ha-}, {on}" to the adjective stem indicate "the state of

3.2 NOMINAL AFFIXATION IN ENGLISH

1. Expensiveness	: expensive (Adj) + {-ness}
2. Depth	: deep (Adj) + {-h}
3. Kindness	: kind (Adj) + {-ness}
4. Bitterness	: bitter (Adj) + {-ness}
5. Fearness	: fear (Adj) + {-ness}
6. Cleveness	: clever (Adj) + {-ness}
7. Goodnes	: good (Adj) +{-ness}
8. Similarity	: similar (Adj) + {-ness)
9. Heaviness	: heavy (Adj) + {-ness}
10. Weakness	: weak (Adj) + {-ness}
11. Length	: long (Adj) + {-ness}
12. Noisiness	: noisy (Adj) + {-ness}
13. Strength	: strong (Adj) + {-th}
14. Oddity	: odd (Adj) + {-ity}
15. Smallness	: small (Adj) + {-ness}
16. Fullness	: full (Adj) + {-ness}
17. Darkness	: dark (Adj) + {-ness}
18. Rapidity	: rapid (Adj) + {-ity}
19. Crudity	: crude (Adj) + {-ity}
20. Lackness	: lack (Adj) + {-ness}
21. Cleaness	: clean (Adj) + {-ness}
22. Newness	: new (Addj) + {-ness}
23. Rarity	: rare (Adj) + {-ity}

24. Arrogance   : arrogan (Adj) + {-ance}
25. Softness   : soft (Adj) + {-ness}
26. Fullness   : full (Adj) + {-ness}
27. Smoothness   : smooth (Adj) + {-ness}
28. Slowness   : slow (Adj) + {-ness}
29. Tiredness   : tired (Adj) + {-ness}
30. Laziness   : lazy (Adj) + {-ness}
31. Fatness   : fat (Adj) + {-ness}
32. Cheapness   : cheap 9Adj) + {-ness}
33. Coldness   : cold (Adj) + {-ness}
34. Lightness   : light (Adj) + {-ness}
35. Accuracy   : accurate (Adj) + [-cy}
36. Importance   : important (Adj) + {-ce}
37. Youth   : young (Adj) + {-th}
38. Fatality   : fatal (Adj) + {-ity}
39. Joinness   : join (Adj) + {-ness}
40. Fertility   : fertile (Adj) + {-ity}
41. Silence   : silent (Adj) + {-ce}
42. Patience   : patient (Adj) + {-ce}
43. Sadness   : sad (Adj) + {-ness}
44. Hight   : hight (Adj) + {-t}
45. Sharpness   : sharp (Adj) + {-ness}
46. Brightness   : bright (Adj) + {-ness}
47. Clarity   : clear (Adj) + {-ity}
48. Thickness   : thick (Adj) + {-ness}
49. Badness   : bad (Adj) + {-ness}
50. Sillyness   : silly (Adj) + {-ness}

By analyzing the data, she concludes that the rule of derivational noun derived from Adjective stems in Engllish are "Adjective stem + {-ness}, {-iyt}, {-ce}, {-th/t}, {-cy}."

The addition of the affixes to the English adjective stems indicate "the condition of being......".

3.3. THE CONTRAST

NO	BATAK TOBA LANGUAGE	ENGLISH
1	{ha-} + burju (Adj) + {on}	Kind (Adj) + {-ness}
2	{ha-} + bagas (Adj) + {on}	Deep (Adj) + [-ness}
3	{ha-} + basa (Adj) + {on}	Kind (Adj) + {-ness}
4	{ha-} + bernit (Adj) + {on}	Bitter (Adj) + {-ness}
5	{ha-} + biar (Adj) + {on}	Fear (Adj) + {-ness}
6.	{ha-} + bisuk (Adj) + {on}	Clever (Adj) + {-ness}
7	{ha-} + denggan (Adj) + {on}	Good (Adj) + {-ness}
8	{ha-} + dos (Adj) + {on}	Similar (Adj) + {-ity}
9	{ha-} + dokdok (Adj) + {on}	Heavy (Adj) + {-ness}
10	{ha-} + gale (Adj) + {on}	Weak (Adj) + {-ness}
11	{ha-} + ganjang (Adj) + {on}	Long (Adj) + {-th}

NO	BATAK TOBA LANGUAGE	ENGLISH
12	{ha-} + gaor (Adj) + {on}	Noisy (Adj) + {-ness}
13	[ha-} + gogo (Adj) + {on}	Strong (Adj) + {-th}
14	{ha-} + ganjil (Adj) + {on}	Odd (Adj) + {-ity}
15	{ha-} + gelleng (Adj) + {on}	Small (Adj) + {-ness}
16	{ha-} + gok (Adj) + {on}	Full (Adj) + {-ness}
17	{ha-} + golap (Adj) + {on}	Dark (Adj) + {-ness}
18	{ha-} + hatop (Adj) + {on}	Rapid (Adj) + {-ity}
19	{ha-} + hasar (Adj) + {on}	Crude (Adj) + {-ity}
20	{ha-} + hurang (Adj) + {on}	Lack (Adj) + {-ness}
21	{ha-} + ias (Adj) + {on	Clean (Adj) + {-ness}
NO	**BATAK TOBA LANGUAGE**	**ENGLISH**
22	{ha-} + imbaru (Adj) + {on}	New (Adj) + {-ness}
23	{ha-} + jarang (Adj) + {on}	Rare (Adj) + {-ity}
24	{ha-} + jungkat (Adj) + {on}	Arrogant (Adj) + {-ce}
25	{ha-} + lambok (Adj) + {on}	Soft (Adj) + {-ness}
26	{ha-} + landit (Adj) + {on}	Smooth (Adj) + {-ness}
27	{ha-] + loak (Adj) + {on}	Full (Adj) + {-ness}
28	{ha-} + lambat (Adj) + {on}	Slow (Adj) + {-ness}
29	{ha} + loja (Adj) + {on}	Tired (Adj) + {-ness}
30	{ha] + losok (Adj) + {on}	Lazy (Adj) + {-ness}
31	{ha} + metmet (Adj) + {on}	Small (Adj0 + {-ness}
32	{ha} + mokmok (Adj) + {on}	Fat (Adj) + {-ness}
33	{ha} +murah (Adj) + {on}	Cheap (Adj) + {-ness}
34	{ha} + ngali (Adj) + {on}	Cold (Adj) + {-ness}
35	{ha-} + neang (Adj) + {on}	Light (Adj) + {-ness}
36	{ha-} + oto (Adj) + {on}	Full (Adj) + {-ness}
37	{ha} + padot (Adj) {on}	Deligent (Adj) + {-ce}
38	{ha} + pajal (Adj) + {on}	Blunt (Adj) + {-ness}
39	{ha} + porlu (Adj) + {on}	Important (Adj) + {ce}
40	{ha} + poso (Adj) + {on}	Young (adj) + {-th}
41	{ha} + porngis (Adj) + {on}	Solid (Adj) + {-ness}
42	{ha} + sambor (Adj) + {on}	Fatal (Adj) + {-ity}
43	{ha} + sonang (Adj) + {on}	Joy (Adj) + {-ness}
NO	**BATAK TOBA LANGUAGE**	**ENGLISH**
44	{ha} + napu (Adj) + {on}	Fertile (Adj) + {-ity}
45	{ha} + badia (Adj) + {on}	Holy (Adj) + (-ness}
46	{ha} + sabar (Adj) + {on}	Patient (Adj) + (-ce}
47	{ha} + susa (Adj) +[on}	Sad (Adj) +{-ness}
48	{ha} + timbo (Adj) + {on}	High (Adj) + {-t}
49	{ha} +tajom (Adj) + {on}	Sharp (Adj) + {-ness}
50	{ha} + torang (Adj) + {on}	Bright (Adj) + {-ness}
51	{ha} + tiur (Adj) + {on}	Clear (Adj) + {-ness}
52	{ha} + tobal (Adj) + {on}	Thick (Adj) + {-ness}
53	{ha} + roa (Adj) + {on]	Bad (Adj) + {-ness}

From the contrast of Batak Toba language about the affixation of Noun, we can see clear many differences. Different affixation of Noun in English and batak Toba Language

shows that the world which has the same meaning in English and batak Toba language face the different way of adding as an example:

Batak Toba Language   **English**
  Burju   kind
Affixation of Batak Toba Language   **Affixation of English**
   Ha burju on   kind ness

From this different of affixation, we can see in Batak Toba language that to form Noun from the stem of *burju* must be added by the prefix and suffix namely "ha and on " while to form Noun in English from the stem of kind is only added by affixation namely "ity". It shows that meaning is same in both language but the affixation is different.

3.4 PREDICTION

THE DESCRIPTION ABOVE SHOWS THAT THE Batak Toba language derivational affixation derived from adjective stems have a rule " {ha-] + adjective stem + {-on} while in English has five variation such as :

    a. Adjective stem + {-ness}
    b. Adjective stem + {-ity}
    c. Adjective stem + {-ce}
    d. Adjective stem + {-th}
    e. Adjective stem + {-t}

By finding the result of the contrast, she can come to formulate a prediction of difficulty for the students whose mother tongue is Batak Toba Language. As has been shown in the previous chapter, to formulate the prediction iof difficulty she applied Prator's categoryy. By comparing the analysis bove, the contrast between BTL and English affixation can be categorized into level 5 (split). That is from one item in Native language (BTL) becomes two or more in target language (English).

Since the contrast beteen BTL and English Nominal Affixation shows us the rule {ha-} + adjective + {on} correspond to adjective stems {-ness}, {-ity}, {-cy} {-th}.

3.5 THE IMPLICATION FOR TEACHING ENGLISH

1. In teaching nominal afixation particularly derivational noun from adjective stems, the teacher should show the students by showing the rules in both the language through some examples.
2. the teacher should help the student by asking them to analyze several words in their native language and compare them with English.

CONCLUSION AND SUGGESTION

4.1 Conclusion

Though this analysis she has found out that the rule {ha-} + adjective stem + {-on} in BTL correspond to English adjective stem + {-ness}, {-ity}, {-ce}, {-th/t}.

Having the data it found out infixation and confixation are absent in English but in Batak Toba Language are present.

According to prator's categories, the analysis of Nominal Affixation in Batak Toba Language and English was categorized in to level 5 (split) or one item in Native language (BTL) becomes two or more in target language.

4.2 Suggestion

The anaysis between BTL and those in English is categorized into level 5 (split). Therefore it is well suggested for Eglish teachers particularly those who teach the students whose native language is BTL provide more insight into the result of this study.

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