

**THE WORD FORMATION ABILITY
OF THE THIRD YEAR TBI STUDENTS
OF IAIN PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Addary
Padangsidempuan as a Partial Fulfillment of the Requirement for
Graduate Degree of Education (S.Pd) in English*

Written by:

ADITYA DWI PRAYOGA
Reg. No. 17 203 00013

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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STATE ISLAMIC UNIVERSITY OF
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2023

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Assalamu'alaikum wr. wb.

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Wassalamu'alaikum Wr.Wb.

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ABSTRACT

This research discussed about the word formation ability of the third year students TBI IAIN Padangsidimpuan. The researcher identified many problems such as the students' lack conventional grammar, the students' lack to arranged sentences, lack of the students understanding the material provided by the lecturer, limited vocabulary, students having difficulty identifying roots, and other problems faced by students are lack of practice. There are two objectives of the problem of this research; the first is to know how students' ability in identifying word formation processes at state Institute for Islamic Studies Padangsidimpuan, the second is to know the most difficult types of word formation processes for students to understand. This research was employed quantitative and using descriptive method. The instrument of collecting data was test. The population of this research was three classes of sixth semester of IAIN Padangsidimpuan. The total numbers of students are 99 students. The sample was TBI-1 consist 24 students taken by using cluster random sampling method. The data were analyzed by using mean score calculation to know the students' average score and using Z test for analyzing data. After doing the research it can be seen that the word formation ability of third-year TBI students of IAIN Padangsidimpuan is in good category. The score of students were 78.33. Based on the test using the Z-test formula, it was found that the Zcount value is smaller than the Ztable value. Therefore, the research hypothesis is accepted. In addition, this study also found that the most difficult type of word formation process faced by students was blending, with a percentage of 97.91%.

Key words: Word formation processes, compounding, blending, back formation

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JUDUL SKRIPSI : Kemampuan Pembentukan Kata Mahasiswa TBI
Tahun Ketiga IAIN Padangsidempuan

ABSTRAK

Penelitian ini membahas tentang Kemampuan Pembentukan Kata Mahasiswa TBI Tahun Ketiga IAIN Padangsidempuan. Peneliti mengidentifikasi banyak masalah seperti kurangnya tata bahasa konvensional mahasiswa, kurangnya mahasiswa untuk menyusun kalimat, kurangnya mahasiswa dalam memahami materi yang diberikan oleh dosen, keterbatasan kosa kata, mahasiswa kesulitan dalam mengidentifikasi akar, dan permasalahan lain yang dihadapi oleh mahasiswa adalah kurangnya berlatih. Rumusan masalah dalam penelitian ini ada dua, yang pertama adalah bagaimana mengetahui kemampuan mahasiswa dalam mengidentifikasi proses penyusunan kata di IAIN Padangsidempuan, kedua, untuk mengetahui jenis proses pembentukan kata yang paling sulit untuk dimengerti mahasiswa. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode deskriptif. Instrumen pengumpulan data adalah dengan menggunakan pilihan ganda. Populasi penelitian ini adalah 3 kelas dari semester enam di IAIN Padangsidempuan. Jumlah keseluruhan mahasiswanya adalah 99 mahasiswa. Sampel dari penelitian ini adalah kelas TBI-1 yang terdiri dari 24 mahasiswa yang diambil dengan menggunakan metode *cluster random sampling*. Analisis data dilakukan dengan menggunakan perhitungan skor untuk mengetahui nilai rata-rata siswa dan menggunakan Z test untuk menganalisis data. Setelah dilakukan penelitian kepada mahasiswa semester enam IAIN Padangsidempuan, dapat dikatakan bahwa kemampuan pembentukan kata mahasiswa TBI tahun ketiga IAIN Padangsidempuan adalah kategori yang bagus. Dalam penelitian ini nilai mahasiswa yang diperoleh adalah 78.33. Berdasarkan pengujian dengan menggunakan rumus Ztes, diperoleh nilai Z_{count} lebih kecil dibandingkan dengan nilai Z_{table} . Oleh karena itu, hipotesis penelitian diterima. Selain itu, dalam penelitian ini juga ditemukan bahwa jenis proses pembentukan kata yang paling sulit yang dihadapi oleh mahasiswa adalah *blending*, dengan persentase sebesar 97.91%

Kata Kunci: *Proses pembentukan kata, penggabungan, pencampuran, formasibelakan*

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خلاصة

ناقش هذا البحث القدرة على تكوين الكلمات لدى طلاب السنة الثالثة TBI IAIN Padangsidimpuan. وحدد الباحث العديد من المشكلات مثل افتقار الطلاب إلى القواعد التقليدية، وافتقار الطلاب إلى الجمل المرتبة، وعدم فهم الطلاب للمواد التي يقدمها المحاضر ومحدودية المفردات، وصعوبة التعرف على الجذور لدى الطلاب، وغيرها من المشكلات التي يواجهها الطلاب وهي قلة الممارسة. هناك هدفان لمشكلة هذا البحث؛ الأول هو معرفة مدى قدرة الطلاب على تحديد عمليات تكوين الكلمات في معهد الدراسات الإسلامية الحكومي بادانغسيديمبوان، والثاني هو معرفة أصعب أنواع عمليات تكوين الكلمات التي يصعب على الطلاب فهمها. وقد استخدم هذا البحث المنهج الكمي والوصفي. وكانت أداة جمع البيانات اختبارية. كان مجتمع هذا البحث ثلاثة فصول من الفصل السادس من IAIN Padangsidimpuan. إجمالي عدد الطلاب 99 طالبا. وكانت العينة TBI-1 مكونة من 24 طالبا تم أخذها باستخدام طريقة العينة العشوائية العنقودية. وتم تحليل البيانات باستخدام حساب متوسط الدرجات لمعرفة متوسط درجات الطلاب واستخدام اختبار Z لتحليل البيانات. بعد إجراء البحث، يمكن ملاحظة أن قدرة تكوين الكلمات لطلاب TBI في السنة الثالثة في IAIN Padangsidimpuan في فئة جيدة. وكانت درجة الطلاب 78.33. بناءً على الاختبار باستخدام صيغة اختبار Z، وجد أن قيمة Zcount أصغر من قيمة Ztable. وعليه فإن فرضية البحث مقبولة. بالإضافة إلى ذلك، وجدت هذه الدراسة أيضًا أن أصعب أنواع عملية تكوين الكلمات التي يواجهها الطلاب هي المزج، بنسبة 97.91%.

عملية تكوين الكلمات ، الدمج ، الاختلاط ، التكوين :الكلمات المفتاحية

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Padangsidempuan, 21 Juli 2023

Researcher

ADITYA DWI PRAYOGA

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Lots of people around the world use English as the main language in communication. The usage of this language can be used in a business, education and as the main language in lots of English books. So, it can be said that English is an important language in the world. Then, most of printed material such as books, journals, and articles are published in English language. As an international language, lots of countries around the world use English as an obligatory subject in school. It is made to make students familiar and understand in getting information and wide their knowledge. In this era, it is better to understand English especially for students because it is used in almost all countries in the world.

Indonesia has developed English as one of the obligatory subjects in school. By studying English, students are hoped to know the culture, and know the information of international relations. As an important and most used language in the world, the government tries to support by applying this subject in school. This is the first foreign language that is taught in Indonesia. By mastering the English language, the government hopes students to increase their knowledge and communication, so they can compete in

international level. Having English skills, students would be easier to get the job, scholarship that useful for their life after finished from school.

Then, related with the statement above, there are three branches in English. They are; education, linguistic and literature. One of the topic in linguistic is morphology. The changing kinds of word and how it is formed are the meaning of Morphology. Next, morphology is the study about the words and its grammatical function. In morphology, there are some topics, one of them is word formation.

The process of forming word from the old time into the new uses called word formation. Yule told that “word formation processes consist of coinage, borrowing, compounding, lending, clipping, back formation, conversion, acronyms, derivation and multiple processes”.¹ Word formation process is the various methods by which new words are created in a language. Coinage involves creating a completely new word, borrowing involves taking a word from another language, compounding involves combining two or more words, blending involves merging parts of two word, clipping involves shortening a word, backformation involves creating a new word by removing affixes from an existing word, conversion involves using a word from one part of speech, acronyms involve using the first letter of each word in a phrase to create a new word,

¹ George Yule. *The Study of Language Education: Third Edition*, (New York: Cambridge University Press. 2006. Pg. 62.

and derivation involves creating a new word by adding affixes to an existing word.

On those three branches of languages, word formation is really important even it is only discussed in linguistic side. In word formation, it allows the learners to change or add the meaning of the word.

The aim of studying word formation is to let students know about morphemes especially the position of suffix and prefix on the sentence. In addition, knowing the word formation would let the students easier to get the meaning of the sentence. Because in learning word formation, learners are taught the process of making new words.

Some efforts have been proposed by the government, teacher, educators and lecturer to improve students' knowledge in word formation. Increasing the facility, developing and revising curriculum, creating a lesson plan, making a good syllabus are some of those programs. Based on the observation in the sixth semester of English Department, it is known that most of students are still hard to understand about word formation, this happened because the students lack understanding of the material provided by the lecturer. Next problem is the students have limited vocabulary. Limited vocabulary will make the students cannot communicate well spoken and written. The other problem is the students are difficult to identify the roots of words. However, roots of words are important for another word formation. Another problem that is faced by students of third year IAIN Padangsidimpuan is because they are lack of

practice. It is known that lack of practice will affect the process of learning and cannot improve the skill especially in word formation written.

From the researcher's perspective, it is necessary to learn about several cases of the English word formation process. Based on the experience of researcher in the field with several of sixth semester students that most students do not understand about it. For example, this research also analyzed about the process of forming English word and researchers learned about morphology and be able to explain their development.

From the explanation, this research focused on analyzing English word formation process by find out misunderstandings the sixth semester of the Faculty of English Education. Therefore this study will analyze the ability of the sixth semester by providing test of the process of forming English words.

The function of mastering word formation in English are adding new vocabulary, and improve students ability in speaking and writing cause have wide vocabulary. The main point is, when the students master word formation, they will able to improve their ability in English skills. Based on the explanation above the researcher want to conduct a researchentitle **“The Word Formation Ability of the Third Year TBI Students of IAIN Padangsidempuan”**.

B. Identification of the Problem

From the explanation on the background above, some problems found on students' ability in analysing English word formation process are the students are still hard to understand about word formation, have limited vocabulary, difficult to identify the roots of word, and another problem that faced by students of third year IAIN Padangsidempuan is because they are lack of practice.

C. Limitation of the Problem

Based on the problem identification above, the problem in this research is limited to vocabulary, especially about word formation. The word formation that researcher want to analyze is about compounding, blending and word formation.

D. Formulation of the Problem

Here are the formulation of the problem based on the background above:

1. How is the sixth semester students' ability in identifying word formation processes at English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan?
2. What are the most difficult types of word formation processes for students to understand?

E. Objective of the Research

The Purposes of the research are:

1. To describe the sixth semester students' ability in identifying word formation processes at English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.
2. To find out the most difficult types of word formation processes which students encountered.

F. Significances of the Research

This research has some advantages for some sides :

1. Students

The ability would be known by the students by learning word formation process. By knowing their ability, it is hoped that they can increase and enhance their motivation in learning it.

2. Lecturer

The lecturer would get the result through the data about the students' knowledge in word formation. Hoping this research give the contribution for English Morpho-Syntax lecturer.

3. Researcher

This research will gave an experience for the researcher. Researcher will have a knowledge about the steps of doing research.

4. Readers

The result of this research can be a referencess for. It can give information about how to analyze the students' ability in identifying word formation processes. It can be used as reference for their next research with the same topic.

G. Definition of Key Terms

Below are the definition of key terms. It was made to make the explanation clearer.

1. Student

Students are someone who study in a formal and non-formal education. So, based on the definition, student is who is studying at a school; elementary, junior, and also Senior High School, College or university.

2. Ability

Ability is the mental or physical capacity, power or skill required to do something. So, students' ability is person who is studying at formal and non-formaleducation with physically and powert people.

3. Word Formation

Word formation is the various ways in which new words are created in a language. These processes can involve combining existing words or word parts to from new words.

So, "the word formation ability of the third year students TBI IAIN Padangsidimpuan" is the process of sorting data and examines the students to

know their ability in learning word formation process, consist of compounding, blending and backformation.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Concepts of Students' Ability

a. Definition of Students

Students are person that state in educational intention or education agency. Student determined to study from primary level until university level. The definition of student in the Indonesian dictionary is a person/child who is study (learn, go to school). According to Khan, a student is a person who comes to an institution to acquire or study several types of education.² Meanwhile, according to Sardiman the meaning of students is people who come to school to acquire or learn some type education.³ A student is a person who is enrolled in a course of study or learning, typically at a school college or university. Students engage in various activities and tasks, such as attending classes, studying, doing homework, taking exams, and participating in extracurricular activities. The goal of being a student is to acquire knowledge, skills, and abilities that will prepare them for their future career or personal goals. Students may range in age from

² Shafique Ali Khan, *Filsafat Pendidikan Al-Ghazali*. Bandung Pustaka Setia, 2005.

³ Sardiman, *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT. Raja Grafindo Persada, 2003

young children to adults, and they may pursue a wide range of academic disciplines and fields of study.

The term 'students' does not equate to a perfectly homogenous group in everyday life when factors such as interests, needs and futures are taken into account. Expectations, socioeconomic status, environment. Life as a student presents a complex reality with both individualism and social inclusion. How this reality is established, or how subjects are positioned historically, culturally, or sociologically in current schools and educational settings, is one of the most controversial questions in educational science. It's one. However, the central question of this study is how students with different characteristics (positive attitudes, success/failure, learning difficulties, etc.) interact, and what it means to be a student. Not what it means. Schools, on the one hand, represent a different base for establishing yourself as a student. On the one hand, the school works in tandem with what is brought in from the outside.

So, it means student is society, participant or community members who seek to develop their potential through learning process in a good education path, certain kinds and levels of education.

b. Definition of Ability

Ability is power that humans have in life. It refers to the power or and capacity of human: power can be form as an energy, mental and ho to face the things.⁴ Based on Webster, ‘ability’ has three meanings; first, the quality or state of being able called ability. Second, the mental or physical called ability.

Third, ability means competence in doing something.⁵ Ability is skill or talent that every human has in life. Ability is also competence or natural aptitude.⁶ Then, Hornby states that the capacity of someone to do something called ability, the intelligence of someone also called ability.⁷

So, based on the definition above that ability is the quality, mental, legal power or competence to do something by his or himself.

c. Kinds of Ability

Ability means a power that human has to do something in life. Students must have a capacity to do something in writing. According to Brown statement that there are three meaning of word ability as follow:

- a. One of the actual ability is achievement. This ability can be masured by driving a test or other instrument.

³ Victoria Neufelat& David B. Guralmik, *Webstern New World Collage Dictionary*, (USA: Mac Milan, 1995)

⁴ Merriam Webster, *Webster’s Collegiate Thesaurus* (USA): Massa Chussettes, 1976), <https://www.merriam-webster.com/>

⁵ Merriam Webster, *Webster Dictionary & Thesaurus*, vol. 1 (United State of America: Federal Street Press, 2012).

⁶ A.S. Hornby.p. 502.

- b. Other capacity is capacity, it calls potential ability and can be measured by untaught. It refers to the capacity of someone.
- c. Last one called aptitude. This ability cannot be measured but expressed by feeling or training.⁸

Talk about ability, there are kinds of ability that students must have in writing skill, they are:

a) Intellectual Ability

The ability that most humans have and need to do something in activities, like mental activities, think, reason, analyze, describe and also solve problems called the soft skill or intellectual ability.

b) Physical Ability

The ability to do something with action, to perform tasks or something that requires or needs stamina, skills, power, and also the similar characteristic called physical which is energy ability.

These two categories of abilities are crucial for various activities and functions in our lives, with intellectual and physical skills each playing their unique roles.

⁸H. Douglas Brown, *Teaching by Principles and Interaction Approach to Language Pedagogy* (New Jersey: English Wood Cliffs, 2001).

2. The Concept of Morphology

a. Defenition of Morphology

The study about forming word by rules and structure is called morphology. It is a study about the process of making new word with a rule. The branch of knowledge and how is the process to make is called morphology. Furthermore, in morphology, it study about allomorph, morpheme, and how they are combined in a good formation so it become a word. For example, the basic word of “*unfriendly*”, is “*friend*”. Then, the suffix *-ly* added and the prefix “*un*” also added. So, the meaning of the word become negative.⁹ The field of morphology delves into the intricate study of language structure, focusing on elements like allomorphs and morphemes, and their amalgamation to construct meaningful words. A notable example is the word "unfriendly," which can be dissected to reveal its formation. The base word, "friend," carries a positive connotation. However, through the addition of the prefix "un" and the suffix "-ly," the word undergoes a transformation, resulting in a negative meaning. This showcases the power of morphology in deciphering the building blocks of language and how their combination can alter the semantics of a word, highlighting the intricate nature of linguistic analysis and the dynamic evolution of language itself.

⁹Fitri Rayani Siregar, The Students’ Ability in Morphological Mastery (A Case Study of Sixth Semester IAIN Padangsidempuan)”, Journal IAIN Padangsidempuan 6, no. 2 (2018), p. 127 <https://journal.iain-padangsidempuan.ac.id>.

Morphology is a branch of linguistics that focuses on the study of morphemes and their various forms, as well as their combination in word formation. The example above illustrates how morphology helps us comprehend the internal mechanics of word construction and how different morphemes contribute to the meaning and grammatical properties of words.

Related with paragraph above, how the process of forming a word and the rules to form is called morphology. Two morphemes are exist in this word,” morph + ology”. The suffix –ology means “science of” which is the branch of the knowledge.” So, it can be inferred that morphology refers to the science of words. Based on Todd, study about the smallest unit of word called morphemes called morphology. Morpheme is the smallest unit in grammar.¹⁰Then, Katamba stated morphology relates with the grammar and word formation.¹¹ Morphology is intricately linked to both grammar and word formation, playing a crucial role in understanding how languages are structured and how words are created and used.

From these definitions above, it can be concluded that the process of changing word, meaning related with the definition of morphology. Then, it is branch of morphology that can create a new meaning of the words.

¹⁰Loreto Todd, *An Introduction to Linguistics*, (Singapura: Longman York Press, 1987) p.

¹¹Francis Katamba, *English Words* (London & New York: Rodledge, 1994), p. 3

b. Morpheme

Talking about Morphology, it cannot be separated with morpheme, because morpheme is the study of systematic covariation in the form and meaning words. A small part that has a meaning and grammatical function is called Morpheme. Morpheme is the root of word. This definition the writer give explained of morpheme through by expert.

According to Booij morpheme is the morphological building blocks of word, are defined as the minimal Linguistics units with a grammatical meaning.¹² It means that Morpheme is the smallest elements of Linguistics that deals with grammatical meaning. According to Lieber, morpheme is the meaningful units that are used to form words.¹³ It means that morpheme is the unit of form word which has a lot of meaning. In the other hand, Morpheme also is smaller unit of word. From the definition above the writer conclude that morpheme is the same with original or base word. Morpheme also can be defined as the smallest unit of language that has its own meaning.

¹²Geert Booij, *The Grammar of Words: An Introduction to Linguistic Morphology*, 2nd editio (Oxford: Oxford University Press, 2007).

¹³R Lieber, *Status and Definition of Compounding. The Oxford Handbook of Compounding* (Oxford: Oxford University Press, 2009).

From the definition above, it can be concluded that morphology is intricately linked to the concept of morphemes, which are the fundamental building blocks of words. A morpheme is the smallest linguistic unit with grammatical meaning, serving of the root of words.

c. Types of Morpheme

Based on Lieber, morpheme has two types there is Bound Morpheme and Free Morpheme.¹⁴Free morpheme is a morpheme which can stand alone to make a word. Free Morpheme can be found in simple word. A word that contain Free Morpheme has a basic meaning without any addition of grammatical function. Free orpheme can appear with other lexemes of they can stand alone or “free” and Free Morpheme consist two types they are Lexical and Functional Morpheme. Bound Morpheme is a morpheme cannot stand alone, it needs a combination to make a word. Word that contain Bound Morpheme is a word that has grammatical function such as ed, -s/es, ing, en, er, ed, est. Bound Morpheme appear only together with other morphemes to form a lexemes. Bound Morpheme in general tend to be affixes: Prefix and Suffix.

¹⁴Lieber.

According to Lieber, free morpheme is a morpheme that can stand alone as a word.¹⁵ It means that Free Morpheme is an independent word that does not need a combination to stand as a word. Morpheme is the former. It means that Free Morpheme is the main element that leading into the other morpheme to make an invention word. From of all the definition Free Morpheme can be concluded that Free Morpheme is dependent morpheme, because the word that formed with Free Morpheme is an original word.

Based on the explanation above, the morpheme can be categorized into two types, such as free morpheme and bound morpheme. Free morpheme can functions as standalone words and have basic meaning. Bound morpheme cannot standalone and serve grammatical functions, typically appearing as prefixes and suffixes.

d. Definition of Bound Morpheme

Bound Morpheme is a morpheme that a supported by others morpheme, it would not be a word that formed with bound morpheme in the word has no affixes and word not contain gramatical function. Bound Morpheme is a morpheme that must be attached to another morpheme to receive the meaning. It can be a modified word if use Bound Morpheme. Bound Morpheme is a morpheme cannot stand alone". It means that Bound Morpheme can

¹⁵Lieber.

not be formed by itself, it needs combination to stand as a word. It can function if the original or basic added affix or grammatical function.

Bound Morpheme is a morpheme that cannot function as a word on its own. It means that Bound Morpheme is a morpheme that has no function itself as a word because Bound Morpheme cannot stand alone by itself to make a modified word, it needs a combination from free morpheme, because Bound Morpheme is the outcome of Free Morpheme that can be modified into a new word. From all the definitions of Bound Morpheme, the writer concluded that Bound Morpheme is a dependent morpheme, because it needs to be attached to another morpheme to create a new word.

Based on the explanation above, a bound morpheme is a type of morpheme that cannot function as a standalone word. It relies on the attachment of affixes or grammatical functions to acquire meaning and modify words. Bound Morphemes must be combined with Free Morphemes, and they are dependent elements in word formation.

e. Types of Bound Morpheme

Bound Morpheme is a grammatical unit that never occurs by itself, but is always attached to some other morpheme. It means Bound Morphemes have grammatical combinations in sentences and

has relation with other morpheme. Bound Morpheme divided into two types they are Derivational Morpheme and Inflectional Morpheme. Derivational Morpheme is a morpheme that can change the meaning of the original word. Inflectional Morpheme is a morpheme that cannot change the meaning because it only add the grammatical function in original or existing word.

From of all the definition Bound Morpheme have two types such as Derivational Morpheme and Inflectional Morpheme. Which is important in the Linguistics.

Based on the explanation above, Bound Morphemes are grammatical units always attached to other morphemes. They come in two main types: Derivational Morphemes, which alter word meanings, and Inflectional Morphemes, which add grammatical functions. These distinctions are essential in linguistics.

f. Derivational Morpheme

According to Aronoff, Derivational Morpheme involves the creation of one lexeme from another, such as selector or selctionfrom select.¹⁶From Derivational Morpheme change a lexeme into different and new. So, Derivational Morpheme creates a new specific word. Looking from the examples of Derivational Morpheme process, in order to create a new specific word

¹⁶ Mark Aronoff, *What is Morphology*, (USA: Blackwell Publishing, 2011)

Derivational Morpheme is adding affixes to words. Derivational Morpheme is the relationship between lexemes of a word family. Based on this derivation, the writer infers that Derivational Morpheme still has a relationship from word family to lexeme that occurs in a word. So, lexeme still has a word family relation in term morphology.

Derivational Morpheme is the result of concatenating morpheme". It means Derivational Morpheme is outcome of connecting of the other morpheme. The writer concludes that, based on Derivational Morpheme given by various authors above Derivational Morpheme is a process of changing word into a new word class. Derivational Morpheme creates a new word specific word by adding affix, in Derivational Morpheme the lexeme has its own family. It means that the lexeme are still connected each other even it already has different meaning, because of the process of Derivational Morpheme.

Based on the explanation above, derivational morpheme is involve the creation of new words by adding affixes to existing words, which results in a specific word with a different meaning. This process maintains a relationship between word families and lexemes, indicating that lexemes remain connected even when they have different meanings due to Derivational Morphemes.

g. Affixes

In this subchapter, the writer quotes some definition from the experts that define the meaning of Affix and the writer give conclusion in the last paragraph. Affixes includes morpheme. It can be added to other morpheme which is constructing a word formation and new meaning, the following are the futher explanation. According to Haspelmath et al, affix attached to a word or a main part of a word. It usually has abstract meaning and affix cannot occur by it sel.¹⁷The writer infers that affix has an abstract meaning or in the other word, the meaning is unclear.

Affix is a morpheme which only occurs when attached to some other morpheme or morphemes such as a root or stem or base. Obviously, by definition affixes are terms are bound morpheme". In the other words, there is no word may contain only an affix standing on its own, likey, -ed, or -al. Affix is very important in making a new word with a different category of word. "an umbrella term for prefix and suffix (boardly speaking for all morphemes that are not roots) is affix". It means both of prefix and suffix is part of affix. However, it is not only prefix and suffix that covered in affix, but also all morphemes that are not root or words. The writer infers the things which affix cover are prefix and suffix.

¹⁷ Haspelmath, Martin and Andrea D. Sims, *The Understanding Morphology 2nd Edition*. (London: An Hachette UK Company, 2010)

Based on the explanation above, affixes, which are a type of morpheme, are elements added to other morphemes, such as roots or stems, to create new words and meanings. Affixes include both prefixes and suffixes and are a form of bound morpheme. Their abstract meanings make them essential for forming new words with different word categories.

h. Prefix

Prefix is the affixes which can be added to the beginning of a word. For example: ab-normal, dis-agree, ex-change, im-material, re-act. According to Ebbers prefix is an element added in front of a root word that changes the words's meaning.¹⁸Prefix is affix attached before a root or stem or base like re-, un-, and in-, for example: re-make, unhappy, in-decent". This state means that an affix which is attached before a root or stem is called Prefix. "thus, un-, pre- (premeditate, and prejudge), and bi- (bipolar, bisexual) are prefix".

In other words prefix occur before other morpheme. The most general rule that can given for prefix that they do not bear primary stress and do not affect the stress of derivatives, but there are innumerable exceptions of this. This is, however, frequently a

¹⁸Ebbers, S. M. *Vocabulary through Morphemes: Suffixes, Prefixes, and Roots for Intermediate Grades*. Research Base and Curriculum Overview, 1-16, 2009. Retrieved from <http://www.academia.edu>.

subsidiary stress on a prefix, and always one if the prefix consists of more than one syllable". This state means that prefix has general rules like they do not bear primary stress and do not affect the derivatives stress but there are exception for prefix that consists of more than one syllable.

Based on the text above, a prefix is an affix added to the beginning of a word, altering its meaning. Examples include "un-" and "pre-." Prefixes typically do not bear primary stress, although there can be exceptions, especially when a prefix consists of more than one syllable.

i. Suffix

Suffix is the affixes can be added to the end of a word. For example: idealize, hoori-fy, execut-ion, capital-ism, care-less. "affix like-ation that go after stem are suffix". It means suffix is the affixes can be added to the end of word. Suffix is an affix which is attached after the root, or base like-ly, -er, -ing, -ed". This state means that an affix which is attached after the root or base is called Suffix. It means that morpheme occur only as following suffix.

From definition above the writer conclude Affixes have two types there are Prefix, Suffix, and Multifix. Prefix is the beginning of a word to make a new word like un-happy. Suffix is the end of a main word like love-ly. The writer concludes that, base on definition of affixes is a morpheme which only occurs when attached to some

other morpheme or morphemes such as a root or stem or base. Affixes have prefix and suffix, prefix is the affixes which can be added to the beginning of a word and suffix is the affixes can be added to the end of a word.

Based on the explanation above, suffixes are affixes added to the end of words, as in "horrify" or "capitalism." They are morphemes that occur only following the root or base of a word. Affixes include both prefixes (added to the beginning of a word) and suffixes (added to the end of a word), making up two types of affixes.

3. Word Formation

a. Definition of Word Formation

The arrangement of the word is called sentence and it is the basic unit of the language and used for describing something. A good sentence must have a good formation of word. To call a sentence, it should have at least a subject and predicate. Every sentence has their own meaning. The most important in forming sentence is the formation of the word which refers to grammar. A good sentence must be in a good grammar arrangement.

A sentence consists of some words ordered in a good arrangement, with no spaces.¹⁹The quotation means that a word is

¹⁹Heid Harley, *English words A Linguistic Introduction*, (Malden: Blackwell Publishing, 2006), p. 2

written by combining letter with no space. To describe some of the word formation process found in the world's languages, first, it must address the question, in what sense is it means that new words are being "formed". Does the speaker use a morphological complex word that the brain reconstructs it/ some linguistics would maintain that this case. They would claim that in speaker's mental dictionary, called lexicon, each morpheme is listed individually along with other information such as its meaning, its part of speech (if a free morpheme), and possibly a rule naming what it can combine with, if it is a bound morpheme.

For example:

Re –examine

(re-) examine(e) -ation

(re-) examine(e) -ed

(re-) examine(e) -ing

Some words above are the example of constructing word. The process in forming the new words must be followed the morphology rules in order to create a good grammar and good order. Then, some languages have different rules in forming a new word. To make a word, first thing to do is determine the compound sentence then arrange the word become a sentence.²⁰To form the compound word,

²⁰Robber Sibarani, An Introduction to Morphology, (Medan: PODA, 2002) p. 4

the learners should combine the basic kinds of word such as noun, adjective, verb, and other groups of word.

Every time the word is used, it is newly formed from the dictionary's split entries. However, there are indications that this is actually not the case. Even morphologically complex words seem to have their own entries in adult dictionaries. However, there are other reasons to consider derivation as a process of word formation; Linguists who analyze language use the term education to mean that the language vocabulary contains many elements that are systematically interrelated; a person who speaks a language

However, it is also often problematic in most relationships. Researchers find clues when new words are formed based on patterns present in dictionaries. For example, English speakers may not have heard words such as wasmelly, stinkness, and fragrance. But he or she will surely get what you mean. Hearing the words "stick to it" makes some rulers whine. Why create this new word when there is already a perfectly suitable word for "priority"? It shows that you can access the pattern of rules you are actually applying without any problem. Language is said to be productive. For example, English also has examples of unproductive morphemes. The suffix -ion is not used by speakers to form new nouns, nor is the suffix -ness.

As an example, remember that the prefix "un" meaning "not" can only be added to adjectives, the prefix can only be re-added to verbs, and the suffix -full can only be added to nouns. Since these combinations are determined, it can be said that there is a process called formation process at work. As new words form, this file looks at how the language uses the new words within the language.

From the explanation above, the researcher inferred the indicators used in word formation such as; analysis of the structure, derivational, and compound word.

b. Kinds of Word Formation

1) Compounding

Compound words are formed by combining two or more words. Compounding is combining two basic forms to make a new word.²¹It can connect and combine nouns with nouns, nouns with adjectives, nouns with verbs, etc. The examples are; Food Bride, Foot Dragging, Golden Ring, Washing Machine, Race Horse, Honest Boy and more. As with these examples, many compound words are written as a single orthography. Otherwise, compound words can be written with a hyphen between the elements (luff) or as separate words (golden ring).

A compound word consists of two roots and a compound

²¹Robber Sibarani, An Introduction to Morphology, (Medan: PODA, 2002) p. 55

word in which either element is complicated.²² A connection consisting of two routes is the simplest type of connection. They are also usually the most numerous with in a language. I have listed some of the original etymologies to give you an idea of how prevalent this type of compound is in English.

a) Compound Verb

Jackson and Amvela classifies these compounds into word classes and syntactic relationships between roots.²³ In general, the part of speech of the last element of a compound word determines the class of the compound word.²⁴ We will consider combinations of nouns, verbs, adjectives, and adverbs in order. A pattern is any root + verb. The second root must be a verb and the first root can be a noun, verb, adjective, or adverb.

Typically, a compound verb is defined as a verb that consists of multiple words combined together. Compound verbs can take the form of: a single word as in backslide or sidestep; a multiple word phrase as in open up or turn back; or multiple words connected by a hyphen as in jump-start or double-click. So, Although they may look unusual, compound

²² Howard Jackson & Etienne Ze' Amvela. 2000. *Words, Meaning and Vocabulary*. Cassel: Wellington House. p, 81

²³ Howard Jackson and Etienne Ze Amvela, *Words, Meaning and Vocablary: An Introduction to Modern English Lexicology*, A&C Black,2000.

²⁴ Howard Jackson and Etienne Ze Amvela, *Words, Meaning and Vocablary: An Introduction to Modern English Lexicology*, A&C Black,2000.

verbs are still verbs. This means they can act as a predicate, can be modified by adverbs, and must follow all of the same rules that verbs do.

Table II.1
The Example of Compound Verb

No	Words Compound Elements	Word	Meaning
1	Hair (N) + Cut (V) Hand (N) + Wash (V) Air (N) + Condition (V) Steam (N) + Clean (V)	Haircut Hand-Wash Air-Condition Steam-Clean	<i>Pangkas</i> <i>Pencucitangan</i> <i>Pengatur suhu</i> <i>Pembersih uap</i>
2	Sweet (Adj) + Talk (V) Dry (Adj) + Clean (V) White (Adj) + Wash (V)	Sweet-talk Dry-Clean Whitewash	<i>Merayu</i> <i>Cuci kering</i> <i>Melabur</i>
3	Stir (V) + Fry (V) Freeze (V) + Dry (V)	Stir-Fry Freez-Dry	<i>Mengoseng</i> <i>Pengeringan beku</i>
4	Over (P) + Do (V) Under (P) + Estimate (V) Out (P) + Run (V)	Over-do Underestimate Outrun	<i>Berlebihan</i> <i>Meremehkan</i> <i>Berlari Cepat</i>

b) Compound Noun

The compound noun category is a compound noun formed by combining at least two or more words whose heads are nouns. In most cases, the category of compound nouns in English consists of nouns modified by other nouns or adjectives.²⁵ The compound noun pattern is any root + noun. The second root must be a noun, but the first root can be a noun, verb, adjective, or adverb. Examples of noun conjunctions are:

²⁵ Howard Jackson and Etienne Ze Amvela.

So, Words can be combined to form compound nouns. These words are used very frequently, and new combinations are created almost every day. Usually, compound nouns have two parts. The first part explains the type of object or person or its purpose. The second part identifies the object or person described in the first part. Compound nouns often have a different, or more specific, meaning than the two words that make them up.

Table II.2
The Example of Compound Noun

No	Words Compound Elements	Word	Meaning
1	Cup (N) + Board (N) Bair (N) + Net (N) Mosquito (N) + Net (N)	Cupboard Bairnet Mosquito Net	<i>Lemari</i> <i>Jaringan Pengaman</i> <i>Kelambu</i>
2	Dare (V) + Devil (N) Swear (V) + Word (N) Play (V) + Time (N)	Daredevil Swear Word Playtime	<i>Pemberani</i> <i>Sumpah Serapah</i> <i>Waktu Bermain</i>
3	Green (Adj) + House (N) Black (Adj) + Board (N) Faint (Adj) + Heart (N)	Greenhouse Blackboard Faintheart	<i>Rumah Kaca</i> <i>Papan Tulis</i> <i>Pengecut</i>
4	Down (Adv) + Grade (N) In (P) + Group (N) Out (P) + Post (N) Over (P) + Coat (N)	Down Garde In-Group Outpost Overcoat	<i>Turun Pangkat</i> <i>Golongan Sendiri</i> <i>Tempat Jauh</i> <i>Mantel</i>

c) Compound Adjective

The adjective conjunction pattern is any root (excluding verbs) + adjective. An adjective must be placed in the second root while the first root can be adjective, or

adverb.²⁶ Verbs cannot be combined with adjectives in English.

So, A compound adjective is a combination of two or more words which can perform the role of an adjective in a sentence. A compound adjective is formed by adding a noun, a present participle, or a past participle to the adjective.

Table II.3
The Example of Compound Adjective

No	Words Compound Elements	Word	Meaning
1	Deep (Adj) + Blue (Adj) Squeaky (Adj) + Clean (Adj)	Deep Blue Squeaky Clean	<i>Lautan Biru Sangat Bersih</i>
2	Sky (N) + Blue (Adj) Sky (N) + High (Adj) Coal (N) + Black (Adj)	Sky Blue Sky-high Coal-Black	<i>Langit Biru Setinggi Langit Hitam Pekat</i>
3	Off (P) + White (Adj) Under (P) + Full (Adj) Over (P) + Active (Adj)	Off-White Underfull Overactive	<i>Putih Pucat Kurang Lengkap Banyak Gerak</i>

²⁶ Bakaradze, E. K. (2010). *Principle of the Least Effort: Telescopic Wordformation*. *International Journal of Art and Sciences*.

2) Blending

Combining two separate forms into one new term is also done in a process known as blending. However, it is usually done by simply taking the beginning of one word and appending it to the end of another word. Blending is a very productive way to shorten words. It is involved in the word formation process. A shuffle is a word that combines part of a shortened word with part of another word.²⁷ A blend is a new lexeme formed from parts of two other words in a way that is not transparently analyzable by morphs.²⁸

In summary, this combination suggests that people generally feel very free to manipulate word subparts to form new words, regardless of the historical justification for subdivision. Then, one of the example that we may find is the word “smog”; The process of word formation in this word such as; (smoke + fog), ‘gasohol’ (gasoline + alcohol), ‘motel’ (motor + hotel), ‘brunch’ (breakfast + lunch), ‘*telecast*’ (television + broadcast) and the Chunnel (Channel + tunnel).

Blending can be classified into category as follows:

Category 1

Blending is formed by the first syllable of the first word and the last syllable of the second word. For example, word “motel” derives

²⁷Bakaradze, E. K. (2010). *Principle of the Least Effort: Telescopic Wordformation*. *International Journal of Art and Sciences*. p, 90

²⁸ Howard Jackson and Etienne Ze Amvela.

from motor + hotel

Category 2

Blending is formed by the whole of the first word and the last syllable of the second word. For example, the word “aerobicize” originates from aerobic + exercise.

Category 3

Blending is formed by the first and second syllables of the first word and the whole of the second word. For example, the word “perma-press” derives from permanent + press.

Category 4

Blending combination. This blending is formed by combining some syllables of the first word and second word. For example, word “chortle” originates from chuckle + snort²⁹.

Blending is a word formation process that involves merging syllables from two or more words to create a new word. A classic example is the word "chortle," which combines "chuckle" and "snort." This linguistic phenomenon showcases how language continually evolves and adapts through creative processes like blending.

3) Backformation

A very specialized type of reduction process is known as

²⁹O’Grady, William, Michael Dobrovolsky and Francis Katamba. 1996. *Contemporary Linguistic: an Introduction*. London and New York: Longman.

backformation. Backformation is the process of forming a word in the different part of speech. Typically, a word of one type (usually a noun) is reduced to form another word of a different type (usually a verb). Backformation is the process by which new words are formed by the deletion of supposed affix from already existing word.

In back formation, words are analogically derived by deleting a suffix (or supposed suffix) as with the verb *edit* which was derived from the noun *editor*.³⁰ A good example of backformation is the process where by the noun *televise* on first came into use and then the verb *televise* was created from it. Other examples of words created by this process are: *donate* (from ‘donation’), *televise* (from ‘television’), *babysit* (from ‘babysitter’), *enthuse* (from *enthusiasm*) and *emote* (from ‘emotion’).

So, backformation is a linguistic process where a new word is created by removing a presumed or actual affix from an existing word. The resulting word is often shorter and simpler than the original word.

³⁰Ingo PLAG, *Word-Formation in English (2nd Edition)*. Cambridge Textbooks in Linguistic, 2018, p. 38

B. Review of Related Findings

Some result have been done by another students from another university. The first is from Fauzi.³¹ There were 24 students participated in this research which focused on five aspects must be analysed: number of morpheme, derivation, inflection, content word, and function word. Based on the research finding above, the students had good ability in three of those analysis aspects: number of morpheme, content word and function word. However, they had poor morphological awareness especially in analyzing derivational and inflectional morpheme.

The second findings comes from Utami. The finding showed the scores distribution of 58 students that indicated the ability in using derivational suffixes in word formation.³² The distribution showed that 11 students (18.97%) achieved an excellent level (A), 23 students (39.66%) scored at a good level (B), 15 students (25.86%) achieved a fair level (C), 6 students (10.34%) scored poorly (D), and 3 students (5.17%) failed (E).

The third researcher is Habibi, this study aims to analyze the level of ability of fifth semester students in understanding for English word formation processes.³³ The researcher focused on fifth-semester students' understanding of English word formation processes. The

³¹Andi Rizki Fauzi, "Morphological Awareness: Students' Ability in Word Formation Analysis of Reading Text," *Morphological Awareness: Students' Ability in Word... Journal of English Education* 1, no. 2 (2015): 111–20, <https://journal.upp.ac.id>.

³²Sri Utami, Dosen Universitas, and Kutai Kartanegara, "The Students' Ability in Using Derivational Suffixes in Word Formation," *Jurnal Cemerlang* III, no. 1 (2015): 19–27.

³³ Abi Habibi, *A Study on Students Ability English Formation Process of Fifth Semester of English Language Education at FKP UIR*, 2020. <https://repository.uirac.id/16569/1/166311.pdf>

study involved 20 randomly selected students from each class, and the findings showed that the students' ability to comprehend these processes was very good. Out of 35 samples, 28 students scored excellent, 6 scored good, and only 1 received an average grade, indicating a high level of knowledge among fifth-semester students regarding English word formation processes.

The fourth thesis is written by Sari. Her research was about word formation in educational articles on The Jakarta Post website. The six types of word formation processes found were: derivation (51%), compounding (26.5%), borrowing (12%), acronym (6%), clipping (4.8%), and multiple processes (2.4%). Derivation can change word class and meaning, while borrowing, clipping, and acronyms do not change word class and meaning. Synthesis and multiple processes also do not change word class and meaning.³⁴

Based on the research above, what was done by previous researches is almost the same as what was done in this study. It is just that in this research the researcher focused on students' word formation ability, which is almost the same as what Habib did.

³⁴Dewi Widia Sari, *An Analysis of Word Formation Process Found In Educational Articles of The Jakarta Post Website*, 2022. <http://repository.radenintan.ac.id.pdf>

C. The Hypothesis

For this research, the hypothesis is “students’ ability in word formation of the third year students TBI IAIN Padangsidempuan “is in good category”.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at IAIN Padangsidempuan. It is located at JL. T Rizal, Km. 4, RW.5 Sihitang, Padangsidempuan Tenggara, Kota Padangsidempuan. This research is conducted on February 2022 until July 2023.

B. Types of Research

This research is use quantitative method in descriptive form. Quantitative research with descriptive method was applied in this research. The data would be show in numbers and the analysis would use statistic. Test was used in quantitative to get the data. So, the research is mixed method, where quantitative is to retrieve the data from test and qualitative to analyze students' abilities in mastering word formation. It means the researcher analyzes students' ability in mastering word formation and also is presented by questions that constructed from particular to general terms, it can be concluded the result of the question by presenting in the form of word or sentences.

The method of the research that used by researcher for this research is a descriptive method of quantitative. A descriptive method is “a method that serves to describe or provide an overview of the object under study through data or samples that have been collected as is.”³⁵So, it can be concluded that descriptive method uses to describe Students’ ability in mastering word formation used quantitative research with descriptive method.

C. Population and Sample

1. Population

The sixth semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan would be the population of this research. The reason choosing this . The population of the research consisted of 3classes. It can be seen from the table follow:

Table III.4
The Population

No	Class	Total Students
1.	TBI-1	24 Students
2.	TBI-2	37 Students
3.	TBI-3	38 Students
Total		99 Students

(Source: *Academic System Operation of UIN Syekh Ali Hasan Ahmad AddaryPadangsidempuan*)

2. Sample

To choose the sample, cluster sampling was applied. Cluster sampling applied cause this sample is wide. Then, 24 students from English department (TBI-1) was choosed as the sample.

³⁵Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Alfabeta, 2013), p29, <https://id1lib.org/book/5686376/9d6534>

D. Instrument of Collecting Data

Test was used as the instrument in this research. The role of instrument as the tool to get the data. The form of the test was multiple choice and should be answered by sample. After the test finished, the researcher would collect the data directly.

The result of the test would show how the students' ability in word formation process. The total question in this research was 20 and the form was multiple choice. Before the students answer the question, there were an instruction above the test. Then, four answer provided (a, b, c, d), then students would choose by crossing them in the correct answer. The questions have been include the indicators of word formation process that relate in previous paragraph.

Table III.5

Indicators of the Test

No	Subject Form	Number of Test	Total Test	Score
1.	The students are able to master compound word	1, 2, 3, 4, 5, 6, 7	7	35
2.	The students are able to master blend the word	8, 9, 10, 11, 12, 13, 14	7	35
3.	The students are able to master process of backformation	15, 16, 17, 18, 19, 20	6	30
Total Score			20	100

E. Technique of Collecting Data

Technique means the steps in getting the data such as; how the researcher collect the data, the time students answer it, and when the students collect and analyze it.

1. The test was question to the students ability in word formation process.
2. The researcher was set time in doing the test.
3. The researcher gave the test to 24 students.
4. The researcher ask the students to read the instruction first before answering the test.
5. The test would be ended in 25 minutes.
6. The paper would be collected by the researcher and giving score for it.
7. The researcher would interprate and analyze.

F. Validity of The Test

Validity is the most important of consider in developing of a good test. The aim of validity was to measure the level of the instrument such as test and questionnaire.³⁶At this point, content validity was applied. Before valid there are 30 questions, and after valid there are 20 questions and there are 10 questions that were not valid. Content validity allow the expert to check the item in test. In this occasion, the researcher choose one of the lecturer in Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuanas the validator to check and rechecked to know wheter the test valid or not.

³⁶Arikunto, Prof. Dr. Suharsimi, *Manajemen Penelitian*, Jakarta: RinekaCipta

G. Techniques of Data Analysis

Then, the next step was analyze the data wilt statistic such as mean, and median. By analyzing the data, the researcher would know how far students understad in word formation process. To make the reader more understand and clearer, here were some steps in analyzing the data;

1. Correcting the students' answer sheet about word formation process.
2. The usage of mean score to know the result of the test.

The formula that used in this research was:

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

x =Data that includes hypothesis categories

p = hypothesis proportion

n = All of the data³⁷

If $Z_{score} > Z_{tableSO}$, means that “rejected” and if $Z_{score} < Z_{tableSO}$, means that “accepted”.

3. Then, the interpretation must be appropriate with the result of the students' score. Then, below would show the meaning of the mean score.

Table III.6
Interpretation of Mean Score

No	Range of Real Score	Category
1.	80-100	Very good
2.	70-79	Good

³⁷ Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Median: Perdana Mulya Sarana, 2014), p. 80.

3.	60-69	Enough
4.	40-59	Poor ³⁸

5. The next part is description of data that use to describe the findings that have been collected by the researcher.
6. After data described, the last part was making the conclusion of the description of data.

³⁸ Riduan, *Belajar Mudah Penelitian Untuk Guru Karyawan Penelitian Pemula*, Bandung, Alfabeta, 2019.

BAB IV

THE RESULT OF THE RESEARCH

A. Findings

1. Description of the Students' Word Formation Ability

a. Data Description

This research was done in the grade Sixth Semester of IAIN Padangsidempuan. Test was used to know the students' ability in word formation. In order to have a clear understanding and comprehending, here was the result:

Table IV.7

The Data of Word Formation Ability at the Six Semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

No	Name	Score	Category
1	RMP	90	Very Good
2	DS	75	Good
3	MF	70	Good
4	MA	75	Good
5	RA	90	Very Good
6	DA	75	Good
7	EF	80	Very Good
8	HS	70	Good
9	JN	90	Very Good
10	KH	75	Good
11	MI	80	Very Good
12	NH	85	Very Good
13	NA	75	Good
14	RJ	85	Very Good
15	RS	70	Good
16	SA	85	Very Good
17	NL	90	Very Good
18	FR	85	Very Good
19	NC	80	Very Good

No	Name	Score	Category
No	Students' Name	Score	Category
20	DS	75	Good
21	IM	75	Good
22	LH	75	Good
23	WA	65	Enough
24	SI	65	Enough
	TOTAL	1880	

From the table above the researcher can conclude the categories from the score of students in word formation. There were eleven students in category very good with the lowest score was 80 and the highest score was 90. There were eleven students in category good with the lowest score was 70 and the highest score was 75. And the last there were two students in category enough with the score was 65.

b. Students' Result in Word Formation Ability

After collecting the data, researchers found that students had a minimum word-forming score of 65 and a maximum score of 90. To give an explanation of the data, after the calculations, we found the median to be 78.33.

a) Mean

The mean is a number that represents the average of all data. Averages were very important to know the average score of the students. The calculation can be seen below:

$$M = \frac{\sum X}{N}$$

Where:

M = students' mean score

$\sum x$ = sum of the students' score

N = the number of students

$$\begin{aligned} M_x &= \frac{1880}{24} \\ &= 78.33 \end{aligned}$$

It can be seen from the data above that mean was 78.33. This score showed that students' ability in word formation categorized into "good".

b) Median

The median is the mean, or midpoint, of the row data. The data should be ordered from lowest score to highest score. As you can see in the previous table, it was word-forming ability. The data were: 65 – 65 – 70 – 70 – 70 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 80 – 80 – 80 – 85 – 85 – 85 – 85 – 90 – 90 – 90 – 90.

Next, 75 was the median. To get the median, the formula was; dividing the whole data into two parts, then took the score in the middle.

c) Mode

The most exist data show called mode. As you can see in the table above, it was word formation ability. the data were:
 65 – 65 – 70 – 70 – 70 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 75
 – 80 – 80 – 80 – 85 – 85 – 85 – 85 – 90 – 90 – 90 – 90.

Then, 75 was the mode, cause it was the most appearance number.

To make the reader clearer in comprehending and understanding the data, table below would shown each score;

Table IV.8

Mean, Median, and mode scores in Word Formation Ability at the Six Semester of IAIN Padangsidempuan

No.	Items	Scores
1	Mean	78.33
2	Median	75
3	Modus	75

Formulation below shown the students formulation ability:

$$R = 90 - 65 = 25$$

$$K = 1 = 3.3 \log n$$

$$= 1 + 3.3 \log 24$$

$$= 1 + 3.3 (1.38)$$

$$= 1 + 4.554$$

$$= 5.554$$

$$= 5$$

$$\begin{aligned}
 i &= R/K \\
 &= 25/5 \\
 &= 5
 \end{aligned}$$

Tabel IV.9
The Distribution Frequency in Word Formation Ability at the Six Semester
of IAIN Padangsidimpuan

No	Class Interval	Mid Point	Frequency	Relative Frequency
1	65– 70	67.5	5	29.8 %
2	71 – 75	73	8	33.3%
3	76 – 80	78	3	12.5%
4	81 – 85	83	4	16.7%
5	86 -90	88	4	16.7%
	Total		24	100%

By looking at the table above, it can be known that there were four students or 16.7% got the score of 86-90. Then, there were four students or 16.7 % got the range score 81-85. Next, 3 students got the range score 76-80 or 12.5 %. Then, eight students got the range score 71-75 or 33.3%. The last, the range score of 65-70 or 20.8 % got by 5 students.

To make the reader clearer in understanding the data, the following histogram would show the findings:

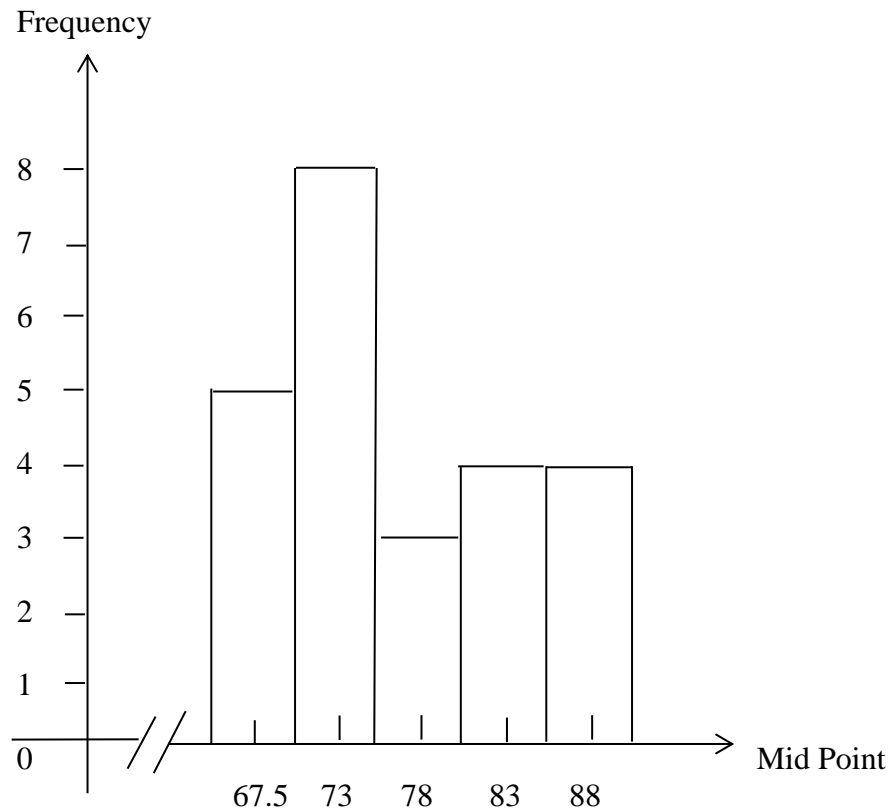


Figure 1: Histogram Frequency of Word Formation Ability at the Sixth Semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

Examining the histogram frequency, provided reveals that 16.7% of students achieved scores in the range of 86-90, with four students falling into this category. Additionally, there was another group of four students, or 16.7%, who earned scores in the 81-85 range. Following this, 12.5% of students, totaling three, received scores between 76-80. Subsequently, 33.3% of students, a total of eight, attained scores within the 71-75 range. Finally, 20.8% of students, comprising five individuals, achieved scores between 65-70.

c. Hypothesis Testing

The students' ability in using word formation at the sixth semester of TBI IAIN Padangsidempuan was the hypothesis of this research. To prove the hypothesis the data were analyzed as follow:

Z_{count} :

$$\begin{aligned}
 Z &= \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}} \\
 &= \frac{\frac{22}{24} - 0.70}{\sqrt{\frac{0.70(1-0.70)}{24}}} \\
 &= \frac{0.91 - 0.70}{\sqrt{0.70 (0.3)}} \\
 &= \frac{0.21}{\sqrt{0.21}} \\
 &= \frac{0.21}{0.45} \\
 &= 0.466
 \end{aligned}$$

Z_{table} :

$$Z_{(1/2 \alpha)} = Z_{\text{table}}$$

$$\alpha = 0.05$$

$$Z = (1/2 - 0.05)$$

$$Z_{\text{table}} = Z_{0.45}$$

$$= 1.64$$

$$Z_{\text{count}} = 0.466 < Z_{\text{table}} = 1.64$$

From the Z score above, with threshold the significance 0.05, the researcher determined that $Z_{\text{count}} = 0.466$, was more than $Z_{\text{table}} = 1.64$. The conclusion was the hypothesis was accepted. Word formation ability of the third year students' TBI UIN Syekh Ali Hasan Ahmad AddaryPadangsidimpuan was good category.

2. The Most Difficult Type of Word Formation Process Which Students Encountered.

To know the most difficult word formation, the researcher wrote the most mistake on the answer sheet. Then, all the common mistakes would analyze by the researcher in order to identify the most difficult type of word formation process which they encountered.

In addition, the most difficult question presented in the table below. It is aim to make the reader easier in comprehending the data.

a. Difficulties in Compounding

Form of data related to students' difficulties in compounding. With this obtained from the results of the test given to students.

Table IV.10
The Frequency Distribution of Students' Compound Word Difficulties

No	Item Number	F	%	Word Formation
1	1	7	23%	Compounding
2	2	4	13%	Compounding
3	3	1	3%	Compounding
4	4	5	16%	Compounding
5	5	0	0%	Compounding
6	6	12	39%	Compounding

7	7	2	6%	Compounding
Jumlah		31	100%	

Based on the table above, it can be seen that the data about the students' common mistakes on multiple choice test which consist of 20 items and in the compounding types there are 7 items in the test. There are 7 students made mistake for item number 1 with percentage 23%, for item number 2, there are 4 students made mistake with percentage 13%, for item number 3 there is 1 student made mistake with percentage 3%, for item number 4 there are 5 students made mistake with percentage 16%, for item number 5 there is 0 student made mistake with percentage 0% for item number 6 there are 12 students made mistake with percentage 39%, for item number 7 there are 2 students made mistake with percentage 6%.

So, there are still difficulties for students in compounding. The most students difficulties in compounding are found in question number 6, which is 39%.

b. Difficulties in Blending

Form of data related to students' difficulties in blending. With this obtained from the results of the test given to students.

Table IV.11
The Frequency Distribution of Students' Blending Word Difficulties

No	Item Number	F	%	Word Formation
1	8	7	14.89%	Blending
2	9	0	0%	Blending
3	10	8	17.02%	Blending
4	11	10	21.27%	Blending
5	12	9	19.14%	Blending
6	13	4	8.51%	Blending
7	14	9	19.14%	Blending
Jumlah		47	100%	

Based on the table above, it can be seen that the data about the students' common mistakes on multiple choice test which consist of 20 items and in the blending type there are 7 items in the test. There are 7 students made mistake for item number 8 with percentage 14.89%, for item number 9, there is 0 students made mistake with percentage 0%, for item number 10 there is 8 students made mistake with percentage 17.02%, for item number 11 there are 10 students made mistake with percentage 21.27%, for item number 12 there are 9 student made mistake with percentage 19.14% for item number 13 there are 4 students made mistake with percentage 8.51%, for item number 14 there are 9 students made mistake with percentage 19.14%.

So, there are still students' difficulties in blending. Most students' difficulties in blending are found in question number 11, but less than compounding. Blending is only at a percentage of 21.27%.

c. Difficulties in Backformation

Form of data related to students' difficulties in Backformation. With this obtained from the results of the test given to students.

Table IV.12
The Frequency Distribution of Students' Backformation Word Difficulties

No	Item Number	F	%	Word Formation
1	15	4	15.38%	Backformation
2	16	5	19.23%	Backformation
3	17	3	11.53%	Backformation
4	18	4	15.38%	Backformation
5	19	4	15.38%	Backformation
6	20	6	23.07%	Backformation
Jumlah		26	100%	

Based on the table above, it can be seen that the data about the students' common mistakes on multiple choice test which consist of 20 items and in the backformation types there are 6 items in the test. There are 4 students made mistake for item number 15 with percentage 15.38%, for item number 16, there are 5 students made mistake with percentage 19.23%, for item number 17 there is 3 students made mistake with percentage 11.53%, for item number 18 there are 4 students made

mistake with percentage 15.38%, for item number 19 there is 4 students made mistake with percentage 15.38% for item number 20 there are 6 students made mistake with percentage 23.07%.

In backformation, the students still has difficulties in backformation found in question number 20, but less than compounding and more than blending. Backformation was only at 23.07%

In addition, because of every type of word formation process have discussed 2 times on multiple choice test, the researcher presents the comprehensive data based on the data above, as follows:

Table IV.13
The Frequency Distribution of Students' Common Mistakes on Multiple Choice Test Collectively

No	Types of Word Formation	Total Items	The Number of Students Made Mistakes	%
1	Compound	7 items	31	30%
2	Blending	7 items	47	45%
3	Backformation	6 items	26	25%
	Total		104	100%

According to the table above, it can be seen that the data about the students' common mistakes on multiple choice test collectively which consist of 3 types and have discussed 2 times of 20 items. In 6 items in the compounding type of word formation processes, there are 31 students' mistakes with percentage 30%. In 6 items in the blending type

of word formation processes, there are 47 students' mistakes with percentage 45%. In 6 items in the backformation type of word formation processes, there are 26 students' mistakes with percentage 25%. In order to more detail, look at the chart below:

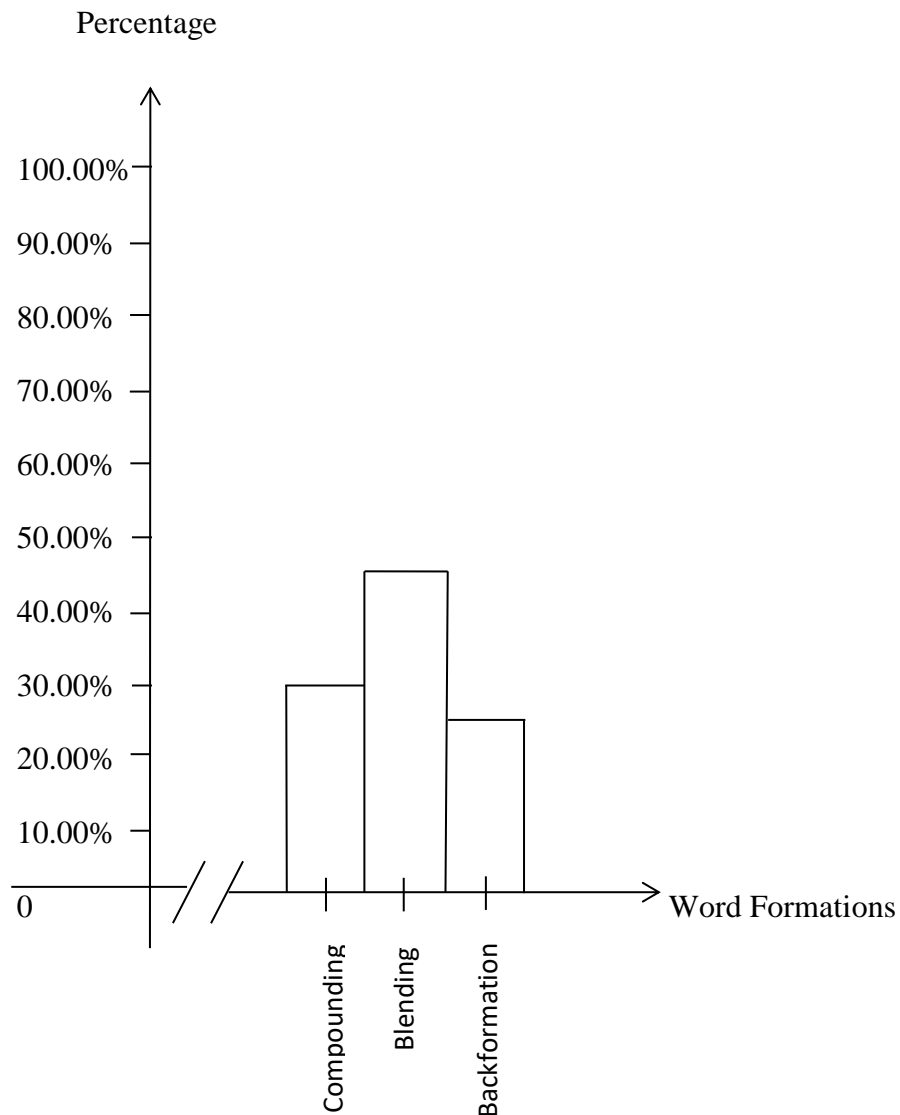


Figure 2: Percentage of Students Common Mistake on Multiple Choice Collectively.

The percentage above reveals students word formation on a multiple-choice test comprising three types of questions discussed twice, each with 20 items. Specifically, 31 students, accounting for 30%, made mistakes on items 1-7,

which involve compounding as the word formation process. For items 8, 10-14, focusing on blending, 47 students, or 45%, encountered errors. Lastly, on items 15-20, associated with backformation, 26 students, equivalent to 25%, made mistakes.

In conclusion, the most difficult type of word formation processes which students encountered on multiple choice is blending with percentage 97.91% severally.

B. Discussion

By looking on the result of analyzing the data, the researcher found that there were some studies who have the similar with this research. The first research is related to Fauzi, Based on the the test result which was analysed, the number of students e level of ability and its percentage there were only 7 students or 29 % as a whole classified in the excelent level in analysing morpheme.³⁹ Different with this research, the researcher found that Fauzi's research only foc us on morpheme. The other different with the researcher found that Fauzi's research only used 7 students for analyzed the morpheme, but this research the researcher used 24 students and analyzed backformation processes such as blending, compounding and backformation. The same result of the research is both research use word formation category.

³⁹Andi Rizki Fauzi, "Morphological Awareness: Students' Ability in Word Formation Analysis of Reading Text," *Morphological Awareness: Students' Ability in Word... Journal of English Education* 1, no. 2 (2015): 111–20.

The other previous research that supported this research is from Utami, in the students' ability in using derivational suffixes in word formation. The result shows that showed the score distribution of 58 students that indicated the ability in using derivational suffixes in word formation. Different with this research were, the researcher found 58 students for indicated the ability, where 49 or 84.49% the students were successful and 9 or 15.51% of the students were fail in using derivational suffixes in word formation, but this researcher used 24 students for identify the difficulties of word formation process. The same result of the research is both research use word formation category.

The third researcher is Habibi, this study aimed to analyze the understanding level of fifth-semester students in English Word formation processes.⁴⁰ Different with this research is, he used descriptive qualitative methodology, while the researcher use descriptive quantitative method, where used numbers as a valid the data.

The fourth thesis is written by Sari. She analyzed word formation in five educational articles on The Jakarta Post Website. The researcher discovered six types of word formation process.⁴¹ The differences is she analyzed word formation in five educational articles on the Jakarta post website und used 6 types of word formation processes, while researcher analyzed the third year TBI students in IAIN Padangsidempuan and used 3

⁴⁰Abi habibi, *A Study on Students Ability English Formation Process of Fifth Semester of English Language Education at FKIP UIR*, 2020. <https://repository.uir.ac.id/16569/1/16631110.pdf>

⁴¹Dewi Widia Sari, *An Analysis of Word Formation Process Found In Educational Articles of The Jakarta Post Website*, 2022. <http://repository.radenintan.ac.id.pdf>

types of word formation processes. The same result of the research is both research use word formation category.

So, the differences between this research and related finding is that it differs from the type of word formation, the other differences are the place that is being research and to be applied in the research. And also some related findings of difference grade level to be research and the last difference is that the method of research is difference is that the method of the research is difference like previous research by giving test and the equations are in the part of the word formations and the grade levels of the research.

C. Threats of The Research

1. In answering the test, students seems to be rilex and not serious. Some of them still asking and looking their friends' answer sheet. So, the originality of the answer not pure.
2. It is a little bit hard to take the students' focus, some of them talked to the other students, some of them pretend to write down in their book. Clearly it made them did not get the explanation of the test.
3. Not serious of doing the test and it effect their answer.

CHAPTER V

CONCLUSION, SUGGESTION, AND IMPLICATION

A. Conclusion

After doing the research, the researcher found some result that present in this paper.

1. After analysing and the data, it was found that the mean score of The Word Formation Ability of The Third Year Students TBI UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan is 78.33. it could be categorized in to good ability. The result of Z_{test} it seen $Z_{count} 0.466 < Z_{table} 1.64$. It means the hypothesis was accepted. So the students' word formation at the third year of IAIN Padangsidimpuan is in good category.
2. The most common mistake the researcher found that the most difficult type of word formation processes which students encountered on multiple choice is blending. There are 47 students made error for 6 items which the type of word formation processes is blending with percentage 97.91%.

B. Suggestions

To make this research better, here are some suggestions that use to increase the researchs' qualitie.

1. Hoping that other researchs would be done related with this research especially in idiomatic expression.
2. Students have to study and increase their knowldge in word formation
3. Teacher had to look for the best method that suit with the learning style of the students to increase the teaching-learning process.

4. The result of this research can be applied as the reference of another researchers, especially in word formation topic.

C. Implication

The Word Formation Ability of The Third Year Students TBI UIN Syekh Ali Hasan Ahmad AddaryPadangsidempuan leads lecturers to devise appropriate materials and effective teaching techniques, and constructing tests suitable for different levels and needs of learners. Studying the nature of word formation enables English language lecturer and researchers to have a better understanding of the areas where students face the most difficulties while writing. Being aware of learner errors not only introduces teachers to the knowledge of learner's language, but also helps discover the subtle aspects of learning and teaching of a second language. At the same time, studying learner errors involves approaching learning in an intimate way thus enabling teachers to promote appropriate pedagogical tools through understanding the nature of that language.

In addition to the identification and description of word formation, it is also important to correct them. The sources and the types of the word formation determine what sort of feedback the teacher might receive since word formation provide the teacher with a platform of getting feedback reflecting how effective he is in his/her teaching style and what changes he/she has to make to get better performance from the students. So, the findings of word formation as facilitator in language teaching in many ways only if the teacher is aware of them and able in the teaching process appropriately.

Word formation can also benefit teachers and students simultaneously since word formation tell the lecturer how far the learners has progressed in achieving the goal and what remains for them to learn. Measuring the student's progress, the lecturer can reshape his teaching strategies and plans in accordance with the needs of the learner. Furthermore, word formation point out the areas that need further improvement. Additionally, word formation are significant data for syllabus designers as they show what items are important to be included or which items needs to be recycled in the syllabus.

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Appendix I: Instrument Test

Name :

R. Number :

Class :

Answer the following question by choosing the right answer between a, b, c, or d.

1. My new looks so good.

- a. Hair Cut
- b. Haircut
- c. Hairs Cut
- d. Cutting Hair

2. Police found the at the scene of the incident.

- a. Fingers print
- b. Finger printer
- c. Fingerprint
- d. Print the finger

3. The teacher is writing on a

- a. Black Board
- b. Blackboard
- c. Black of Board
- d. Board in black

4. My dad reads the every day.

- a. New Paper
- b. News paper
- c. Newspaper
- d. New Papers

5. A little effect is a good thing.

- a. Greenhouse
- b. Green house
- c. House of Green
- d. House with the green colour

6. His face looks because he has fever

- a. Off-white
- b. Off the white
- c. Offwhite
- d. Off White

7. We sleep in the

- a. Bed room
- c. Bed in the room

b. Bed rooms

d. Bedroom

8. A man wakes up at a **motel**. Where does the bold blended word come from?

a. Motor and Electric

c. Motor in the Hotel

b. Motor and Hotel

d. mobile of electric

9. We just had **brunch** with my friends. Where does the bold blended word come from?

a. Breakfast and Lunch

c. Brunches

b. Break the Lunch

d. Break and Lunch

10. Reporter **telecast** on tv. Where does the bold blended word come from?

a. Television and Broadcast

c. Telephone and Broadcast

b. Telephone and Castle

d. Television and Castle

11. I go **staycation** to Bali. Where does the bold blended word come from?

a. Stayer and Vacation

c. Stay and Vacation

b. Stayer and Vacationer

d. Stay the Vacation

12. There is going to be an **aerobicizein** this school. Where does the bold blended word come from?

a. Aerobatic and Exercise

c. Aerobic and exercise

b. Aerobic and Carcis

d. Aerobatic and Carcis

13. I posted some stories on my **blog**. Where does the bold blended word come from?

a. Web and Log

c. Website and Logaritma

b. Webbing the Log

d. Web of Log

14. He **chortle**at that clown. Where does the bold blended word come from?

a. Chuck and Snort

c. Chuck and Turtle

b. Chuckle and Turtle

d. Chuckle and Snort

15. Abdullah was appointed to the newsletter.

- a. Editor
- b. Edition
- 16. His language needs to to our language
- a. Translate
- b. Translation
- 17. The bulldozer the building
- a. Destroyer
- b. Destruction
- 18. The reporter will The incident tomorrow morning
- a. Television
- b. Televisual
- 19. He Some of his money to an orphanage every day.
- a. Donates
- b. Donation
- 20. They were also moved to their time and labor.
- a. Contribution
- b. Contributed
- c. Edit
- d. Editable
- c. Translating
- d. Translational
- c. Destructively
- d. Destroy
- c. Tv
- d. Televise
- c. Donating
- d. Donative
- c. Contribute
- d. Contributor

Mengetahui,

Researcher

Aditya Dwi Prayoga
NIM. 17 203 00013

Validator

Ida Royani M. Hum.
NIP. 199011122020122006

Appendix II: Key Answer of The Word Formation Questions


1. B
2. C
3. B
4. C
5. A
6. A
7. D
8. B
9. A
10. A
11. C
12. C
13. A
14. D
15. C
16. A
17. D
18. D
19. A
20. B

Appendix III : Students' Worksheet

Name : Nur Ibtisam Saadah
R. Number : 19 203 0094
Class : TDI - 1.

Answer the following question by choosing the right answer between a, b, c, or d

1. My new looks so good.
a. Hair Cut
b. ~~Haircut~~
c. Hairs Cut
d. Cutting Hair
2. Police found the at the scene of the incident.
a. Fingers print
b. Finger printer
c. ~~Fingerprint~~
d. Print the finger
3. The teacher is writing on a
a. Black Board
b. ~~Blackboard~~
c. Black of Board
d. Board in black
4. My dad reads the every day.
a. New Paper
b. News paper
c. ~~Newspaper~~
d. New Papers
5. A little effect is a good thing.
a. ~~Greenhouse~~
b. Green house
c. House of Green
d. House with the green colour
6. His face looks because he has fever
a. ~~Off-white~~
b. Off the white
c. Offwhite
d. Off White
7. We sleep in the
a. Bed room
b. ~~Bed rooms~~
c. Bed in the room
d. ~~Bedroom~~
8. A man wakes up at a **motel**. Where does the bold blended word come from?
a. Motor and Electric
b. ~~Motor in the Hotel~~
c. Motor in the Hotel



9. We just had **brunch** with my friends. Where does the bold blended word come from?
- a. Motor and Hotel
 - b. Breakfast and Lunch
 - c. Brunches
 - d. mobile of electric
10. Reporter **telecast** on tv. Where does the bold blended word come from?
- a. Television and Broadcast
 - b. Break the Lunch
 - c. Telephone and Broadcast
 - d. Break and Lunch
11. A go **staycation** to Bali. Where does the bold blended word come from?
- a. Stayer and Vacation
 - b. Stayer and Vacationer
 - c. Stay and Vacation
 - d. Stay the Vacation
12. There is going to be an **aerobicize** in this school. Where does the bold blended word come from?
- a. Aerobic and Exercise
 - b. Aerobic and Carcis
 - c. Aerobic and exercise
 - d. Aerobic and Carcis
13. A posted some stories on my **blog**. Where does the bold blended word come from?
- a. Web and Log
 - b. Webbing the Log
 - c. Website and Logaritma
 - d. Web of Log
14. He **chortle** at that clown. Where does the bold blended word come from?
- a. Chuck and Snort
 - b. Chuckle and Turtle
 - c. Chuck and Turtle
 - d. Chuckle and Snort
15. Abdullah was appointed to the newsletter.
- a. Editor
 - b. Edition
 - c. Edit
 - d. Editable
16. His language needs to to our language
- a. Translate
 - b. Translation
 - c. Translating
 - d. Translational
17. The bulldozer the building
- a. Destroyer
 - b. Destruction
 - c. Destructively
 - d. Destroy
18. The reporter will The incident tomorrow morning

a. Television

c. Tv

b. Televisual

~~x~~ Televis

19. He Some of his money to an orphanage every day.

~~x~~ Donates

c. Donating

b. Donation

d. Donative

~~x~~ 20. They were also moved to their time.

a. Contribution

~~x~~ Contribute

b. Contributed

d. Contributor

Name : Wida Atinmur

R. Number : 1120300069

Class : TB1

Answer the following question by choosing the right answer between a, b, c, or d

1. My new looks so good.
- | | |
|-----------------------|-----------------|
| a. Hair Cut | c. Hairs Cut |
| b. Haircut | d. Cutting Hair |
2. Police found the at the scene of the incident.
- | | |
|-------------------|---------------------------|
| a. Fingers print | c. Fingerprint |
| b. Finger printer | d. Print the finger |
3. The teacher is writing on a
- | | |
|--------------------------|-------------------|
| a. Black Board | c. Black of Board |
| b. Blackboard | d. Board in black |
4. My dad reads the every day.
- | | |
|---------------|--------------------------|
| a. New Paper | c. Newspaper |
| b. News paper | d. New Papers |
5. A little effect is a good thing.
- | | |
|--------------------------|--------------------------------|
| a. Greenhouse | c. House of Green |
| b. Green house | d. House with the green colour |
6. His face looks because he has fever
- | | |
|------------------|------------------------|
| a. Off-white | c. Offwhite |
| b. Off the white | d. Off White |
7. We sleep in the
- | | |
|--------------|-----------------------|
| a. Bed room | c. Bed in the room |
| b. Bed rooms | d. Bedroom |
8. A man wakes up at a **motel**. Where does the bold blended word come from?
- | | |
|-----------------------|-----------------------|
| a. Motor and Electric | c. Motor in the Hotel |
|-----------------------|-----------------------|

G

- Motor and Hotel
- We just had **brunch** with my friends. Where does the bold blended word come from?
- Breakfast and Lunch
- Break the Lunch
- Break and Lunch
- Brunches
- d. mobile of electric
10. Reporter **telecast** on tv. Where does the bold blended word come from?
- Television and Broadcast
- Telephone and Castle
- Telephone and Broadcast
- Television and Castle
11. I go **staycation** to Bali. Where does the bold blended word come from?
- Stayer and Vacation
- Stayer and Vacationer
- Stay and Vacation
- Stay the Vacation
12. There is going to be an **aerobicize** in this school. Where does the bold blended word come from?
- Aerobic and Exercise
- Aerobic and Carcis
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- Web and Log
- Webbing the Log
- Website and Logaritma
- Web of Log
14. He **chortle** at that clown. Where does the bold blended word come from?
- Chuck and Snort
- Chuckle and Turtle
- Chuck and Turtle
- Chuckle and Snort
15. Abdullah was appointed to the newsletter.
- Editor
- Edition
- Edit
- Editable
16. His language needs to to our language
- Translate
- Translation
- Translating
- Translational
17. The bulldozer the building
- Destroyer
- Destruction
- Destructively
- Destroy
18. The reporter will The incident tomorrow morning

- a. Television
- b. Televisual

- c. Tv
- d. ~~Televise~~

X 19. He Some of his money to an orphanage every day.

- a. Donates
- b. ~~Donation~~

- c. Donating
- d. Donative

✓ 20. They were also moved to their time.

- a. Contribution
- b. ~~Contributed~~

- c. Contribute
- d. Contributor

Appendix IV: Result of Test

The Data of Word Formation Ability at the Six Semester of IAIN Padangsidempuan

No	Students' Name	Students' Score	Category
1	RMP	90	Very Good
2	DS	75	Good
3	MF	70	Good
4	MA	75	Good
5	RA	90	Very Good
6	DA	75	Good
7	EF	80	Very Good
8	HS	70	Good
9	JN	90	Very Good
10	KH	75	Good
11	MI	80	Very Good
12	NH	85	Very Good
13	NA	75	Good
14	RJ	85	Very Good
15	RS	70	Good
16	SA	85	Very Good
17	NL	90	Very Good

18	FR	85	Very Good
19	NC	80	Very Good
20	DS	75	Good
21	IM	75	Good
22	LH	75	Good
23	WA	65	Enough
24	SI	65	Enough
TOTAL		1880	

Appendix V: Formulation Ability

Mean, Median, and mode scores in Word Formation Ability at the Six Semester of IAIN Padangsidempuan

<i>No.</i>	<i>Items</i>	<i>Scores</i>
1	Mean	78.33
2	Median	75
3	Mode	75

The following table shows the data distribution for the students in word formation ability.

$$R = 90 - 65 = 25$$

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 24 \\ &= 1 + 3.3 (1.38) \\ &= 1 + 4.554 \\ &= 5.554 \\ &= 5 \end{aligned}$$

$$\begin{aligned} i &= R/K \\ &= 25/5 \\ &= 5 \end{aligned}$$

Appendix VI: Distribution Frequency

The Distribution Frequency in Word Formation Ability at the Six Semester of IAIN Padangsidempuan

<i>No</i>	<i>Class Interval</i>	<i>Middle Point</i>	<i>Frequency</i>	<i>Relative Frequency</i>
1	65– 70	67,5	5	29,8 %
2	71 – 75	73	8	33,3%
3	76 – 80	78	3	12.5%
4	81 – 85	83	4	16,7%
5	86 -90	88	4	16,7%
	<i>Total</i>		24	100%

**Appendix VII: The Frequency Distribution of Students' Common Mistakes
on Multiple Choice Collectively**

No	Types of Word Formation	Total Items	The Number of Students Made Mistakes	%
1	Compound	7 items	31	30%
2	Blending	7 items	47	45%
3	Backformation	6 items	26	25%
	Total		104	100%

Appendix VIII: Research Documentations



Explain about the material



Asking the students to do the material



The researcher supervised students when answer the test



The researcher supervised students when answer the test

CURRICULUM VITAE



I. PERSONAL IDENTITY

1. Name : Aditya Dwi Prayoga
2. Reg. Num : 17 203 00013
3. Place/Date of Birthday : Sibolga/ 05th Mei 1999
4. Nationality : Indonesia
5. Status : Singel
6. Gender : Male
7. Religion : Islam
8. Address : Sibolga, Kel. Aek Parombunan,
Kec. Sibolga Selatan
9. Phone Number : 0822-6763-1411
10. E-mail : aditya.prayoga554@gmail.com

II. PARENTS IDENTITY

1. Father
 - a. Name : Sumardi
 - b. Job : Businessman
 - c. Address : Sibolga, Kel. Aek Parombunan,
Kec. Sibolga Selatan
2. Mother
 - a. Name : Nisma Srihayati Mendrofa
 - b. Job : Housewife
 - c. Address : Sibolga, Kel. Aek Parombunan,
Kec. Sibolga Selatan

III. EDUCATION

1. SDN 1234 Sibolga : (2005 – 2011)
2. Mts.Negeri Sibolga : (2011 – 2014)
3. MA Negeri Sibolga : (2014 – 2017)
4. Universitas Islam Negeri Syekh Ali Hasan
Ahmad Addary Padangsidimpuan : (2017 – 2023)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

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22 September 2020

Nomor : 107 /In.14/E.6a/PP.00.9/09/2020
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. **Dr. Eka Sustris Harida, M.Pd.** (Pembimbing I)
2. **Sri Rahmadhani Siregar, M.Pd.** (Pembimbing II)

di -Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:


Nama : Aditya Dwi Prayoga
NIM : 17 20300013
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **The Word Formation Ability of the Third Year Students TBI IAIN Padangsidempuan**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

~~BERSEDIA/TIDAK BERSEDIA~~
Pembimbing I
d/b

Eka Sustris Harida, M.Pd.
NIP. 19750917 200312 2 002

~~BERSEDIA/TIDAK BERSEDIA~~
Pembimbing II

Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006058602



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Nomor : 70/In.14/E.6a/PP.00.9/08/2022
Hal : Surat Keterangan Penelitian

03 Agustus 2022

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama : Aditya Dwi Prayoga
NIM : 17 203 00013
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan dari tanggal 21 Maret 2022 s/d 21 April 2022 dengan judul "The Word Formation Ability of The Third Year Students TBI IAIN Padangsidimpuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris


Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Nomor : B - 686 /In.14/E/TL.00/03/2022
Hal : Izin Penelitian
Penyelesaian Skripsi

21 Maret 2022

Yth. Ketua Prodi Tadris/Pendidikan Bahasa Inggris
IAIN Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Aditya Dwi Prayoga
NIM : 1720300013
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Word Farmation Ability of the Third Year Students TBI IAIN Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.


Dekan
Dr. Lela Hilda, M.Si.
NIP. 19720920 200003 2 002