THE STUDENTS' ABILITY IN IDENTIFYING DERIVATIONAL AFFIXES IN DISCUSSION TEXT AT EIGHT SEMESTER OF ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN IN 2019/2020 ACADEMIC YEAR

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a partial Fulfillment of the requirement for the Graduate Degree of Education (S.Pd) in English Program

Written By :

YUMNA HADAYANA NASUTION
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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

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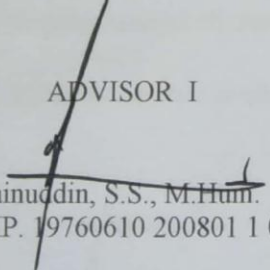
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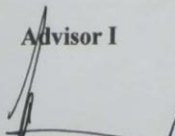   Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Yumna Hadaya Nasution**, entitled **"The Students' Ability in Identifying Derivational Affixes in Discussion Text at Eight Semester of English Department IAIN Padangsidimpuan in 2019/2020 Academic Year"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikum wr.wb.

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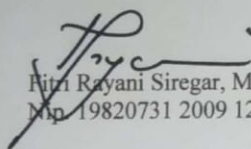Padangsidimpuan, August 2019

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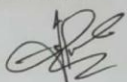
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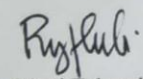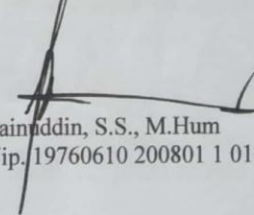
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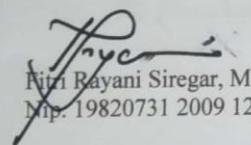
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The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

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بِسْــــمِ اللهِ الرَّحْمٰنِ الرَّحِـــــيْمِ

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I realize this thesis cannot be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,   August 2019
Researcher

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ABSTRACT

This research discussed about the students' ability in identifying derivational affixes in discussion text at eight semester of English department IAIN Padangsidimpuan. The problems of students were: 1) the students are lack of vocabulary. 2) the students are lack of motivation in learning Morphology. 3) the students are confused about derivation. 4) the students have difficulty in differentiating between free morphemes and affixation. This aimed to examine how the students' ability in identifying derivational affixes in discussion text.

The researcher applied descriptive research quantitative approach. Random sampling was used in sampling technique. The sample of research was 36 students of English department IAIN Padangsidimpuan. The researcher provided the objective test to the respondents to collect the data. To analyze the data, the researcher used descriptive statistical formula such as, mean score, modus and median. To test the hypothesis, the researcher used Z_{test} formula.

The researcher found that mean score of students' ability in identifying derivational affixes in discussion text is 53.3. Furthermore, the score of Z_{count} is 5.71 whereas Z_{table} is 0.1736. The result showed $Z_{count} > Z_{table}$, Z_{count} is bigger than Z_{table}. In the other word the hypothesis that the ability of the students in identifying derivational affixes in discussion text is categorized into high categories was rejected. It was also concluded that the students' ability in identifying derivational affixes in discussion text at eight semester of English Department IAIN Padangsidimpuan in 2019/2020 academic year is categorized into enough categories.

Keywords : Derivation, Affixes, and Discussion Text

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ABSTRAK

Penelitian ini membahas tentang kemampuan mahasiswa dalam mengidentifikasi *derivational affixes* pada teks *discussion* di semester delapan jurusan bahasa Inggris IAIN Padangsidimpuan. Masalah dari mahasiswa adalah: 1) mahasiswa kurang menguasai kosakata. 2) mahasiswa kurang motivasi dalam mempelajari Morfologi. 3) mahasiswa bingung dengan derivasi. 4) mahasiswa kesulitan dalam membedakan *free morphemes* dan *affixation*. Penelitian ini bertujuan untuk menguji bagaimana kemampuan siswa dalam mengidentifikasi *derivational affixes* pada teks *discussion*.

Peneliti menerapkan penelitian deskriptif dengan pendekatan kuantitatif. Sampel penelitian adalah 36 mahasiswa jurusan bahasa Inggris IAIN Padangsidimpuan. Peneliti memberikan tes objektif kepada responden untuk mengumpulkan data. Untuk menganalisis data, peneliti menggunakan rumus statistik deskriptif seperti, mean, modus dan median. Untuk menguji hipotesis, peneliti menggunakan rumus uji-Z.

Peneliti menemukan bahwa nilai rata-rata mahasiswa dalam mengidentifikasi *derivational affixes* pada teks *discussion* adalah 52.83. Selanjutnya, nilai Z_{hitung} adalah 5.71 sedangkan nilai Z_{tabel} adalah 0.1736. Hasil tersebut menunjukkan bahwa Z_{hitung} lebih besar daripada Z_{tabel}. Dengan kata lain bahwa hipotesis yang berbunyi kemampuan mahasiswa dalam mengidentifikasi *derivational affixes* pada teks *discussion* dikategorikan kedalam kategori tinggi ditolak. Dapat disimpulkan bahwa kemampuan siswa dalam mengidentifikasi *derivational affixes* pada teks *discussion* di semester delapan jurusan bahasa Inggris IAIN Padangsidimpuan pada tahun akademik 2019/2020 dikategorikan kedalam kategori cukup.

Kata Kunci: *Derivasi, Affiksasi, dan teks Discussion*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a universal and recognizable part of human behavior and of the human faculties, perharps one of the most essential to human life as we know and one of the most for reach of human capabilities in relation to the whole span of mankind's achievments. It is used to communicate with others by listening, speaking, reading, and writing. There are so many languages in the world. One of language which is used in every countries is English.

English is an international language which is used by many people in some countries for social relationship. English is the most widespread language in the world and is more widely spoken and written than any other languages. All countries using English to communicate in social life and business relationship. In the fact, most of technological system use English. All media using English to publish the information so that media of the other countries can change the information into their language. So all countries can get the same information. Thus English can connect one country to anothers.

In Indonesia, English is still a foreign language and it still be subject matter. By learning English, it is hoped that the Indonesian generation will be able to access the science and technology and be able to explore the international world. It also gives the opportunity to the Indonesian generation to introduce the Indonesian culture to other countries. So the culture of Indonesia will be known in internationalism.

English learnt in junior high school students until university students. In junior high school and senior high school just learn four skills of English, they are listening skill, speaking skill, reading skill, and writing skill. While in university, especially in English Departement, there are some additional division, they are vocabulary, morphology, grammar, pronunciation, phonology, translation, syntax, semantics pragmatics, discourse analysis. Most adaption in New English relates to vocabulary, such as word-formations, word-meanings, collocations and idiomatic phrases. Word-formation is in morphology.

Morphology is the study of linguistics that discuss about how the words formed, how words are structured, and how the words put together from smaller parts. Morphology is defined as the study of morphemes and their different forms (allomorphs) and the way to combine in word formation. Morphemes is the smallest unit of the word which can be analyzed and may or may not stand alone. Morphemes is considered as a root if it may stand alone but if it may not, it is affix. While allomorphs is part of morphemes, when a unit of meaning varies in sound without changing the meaning.

Learning morphology is important in four basic English skills, especially for English Departement students. To master four basic English skills, students have to master many vocabularies. Students also must be able to distinguish the part of speech and meaning in each word formations in vocabulary. They can master it by learning morphology. There are many discussion in morphology, one of them is derivational affixes.

Derivation is the process of creating new word by adding prefix or suffix or both. It patterns commonly change the word class and the meaning. Affixation is the process of linguistics, to form different words by adding morphemes prefix, infix and suffix. Many people still have the difficulties in differenciating the words that have been added by prefix, infix, and suffix. It can also make them be misunderstanding in communication. Learning derivational affix is important, especially for English Departement students, because it can help everyone to understand about the changing of words.

Discussion text is one of text genre which presents the problematic scientific by different point of view (pros and cons). Discussion text can be find in media print, and its content is general. In discussion text probably can be find some affixation, so the students can identify derivational affixes by using a discussion text.

In English Educational Departement of IAIN Padangsidimpuan have one of lectures that discuss about derivational, it is morphology. The researcher observed directly how the process of morphology class. The researcher found some students understand about morphology especially in derivational, and also found the other students do not understand. The researcher also found the problem by doing pre-interview to some students.

ITS said, the problem is difficult to establish whether derivation changes the word class or not.[1] By the interview with some other students, the researcher found another problem as follows. The first is students are lack of

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[1] Private Interview, the Students of Seventh Semester English Department IAIN Padangsidimpuan (Monday, 14th January 2019, at 01:00 PM).

vocabulary mastery. It causes they don't know that some vocabulary is formed by different word forming processes. The second is students are lack of motivation in learning morphology. They think that morphology class is less interest. The third is students are confused about derivation. They know about affixation but they barely recognize what derivation and inflection is. The last problem is the students complicate in differentiating among free morphemes (the original words that has meaning), derivation and inflection.

By looking the above explanation, the researcher is curious of the students' ability in identifying derivational affixes in discussion text. So, the researcher is interested to research about the students' ability in identifying derivational affixes in discussion text at the eight semester of English Department IAIN Padangsidimpuan in 2019/2020 academic year.

B. Identification of the Problem

By the above background of the problem, the researcher found some problem in the students' understanding about derivational affixes, as follows:

1. The students are lack of vocabulary mastery.

2. The students are lack of motivation in learning morphology.

3. The students are confused about derivation.

4. The students have difficulties in differentiating between free morphemes and affixation.

C. Limitation of the Problem

Based on the identification of the problem, affixation divided into three decisions, they are prefix, infix, and suffix. In English infix is hard to be found. With the result that, the researcher limit the students' ability in identifying derivational affixes in discussion text on prefix (*dis-, en-, extra-, in-, un-*) and suffix (*-al, -ic, -ence, -er, -ful, -ise, -ity, -ive, -ly, -ment, -tion, -y*) and the forms are noun, adjective, verb, and adverb.

D. Definition of Operational Variables

There are two variables in this research. The first variable is dependent variable, it is derivational affixes. The second is independent variable, it is discussion text.

1. Derivational Affixes

Derivational affixes are the process of adding the bound morpheme (prefix, infix, suffix) on root. It will form new word, and it changes the word class or the meaning.

2. Discussion Text

Discussion text is one of text genre that explores the different point of view. It consists of issue, argument for, argument against, and conclusion or recommendation.

E. Formulation of the Problem

The formulation of this problem is "How is the students' ability in identifying derivational affixes in discussion text at eight semester of English Department IAIN Padangsidimpuan in 2019/2020 academic year?"

F. Purpose of the Problem

By the formulation of the problem, the purpose of this research is to eximine how the students' ability in identifying derivational affixes in discussion text at eight semester of English Department IAIN Padangsidimpuan in 2019/2020 academic year.

G. Significance of the Research

The result of this research can be some significance. Here some significances:

1. Theoretically

    The result of this research can be one of sources of knowledge to learn morphology especially derivational affixes, to give information and as a reference to the next research with the similar variable.

2. Practice

    This research is expected to be useful for the teachers, the students and the other researchers.

    a. The Lecturers

        To inspire the Morphology lecturers in order convey the material interestingly.

b. The Students

By doing this research, the students will know their ability in derivational affixes. Then the students can improve their knowledge about morphology especially derivational affixes in order not make the error in forming word in the sentence.

c. The Other Researchers

To give the additional information for the next similar study.

H. Outlines of the Research

This research was organized into five chapters. Every chapter consist of subtopic, with detail as follows: The first chapter consists of background of the problem which explains the causes of the research done. Identification of the problem explains about the arrangement of problem that was found. Limitation of the problem explains about focus of the problem. Definition of operational variables explains about the definition of variables. Formulation of the problem tells about the question to solve the problem of the research. Purpose of the problem tells about the reason why the research done. Significance of the research explains the benefits of the research, and outlines of the research.

The second chapter is literature review, consists of theoretical description which explains about the materials. Review of related finding explains about the similar researches. Hypothesis tells the researcher's expectation of the research.

The third chapter is methodology of the research, consists of place and time of the research that tells about where and when the research will be done. Research design explains about the method that used in the research. Population and sample tells about how many participants are used. Technique of collecting data explains about the procedure to get the data. Validity of instrument explains about how the researcher valid the instrument. Technique of analyzing data explains about how to calculate the data.

The fourth chapter is the result of the research. It consists of data description describes the data that had been gotten. In hypothesis testing the researcher calculates the hypothesis. Discussion of the research, the researcher compared the result of this research with another. The last is threats of research which tells the difficulties of the researcher in doing this research.

The fifth chapter is closing of the research. It consists of the conclusion and the suggestion of the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Affixation

a. Definition of Affixes and Affixation

Affixation is one of some types of morphemes. Affixation is the process of adding a morpheme to a word. A morpheme that used in affixation is bound morphemes. The usages of affixation are to create a new word with different form and to create a new word with different meaning.

Mark says that affixes are the bound morphemes which attached before, in the middle, after, or before-after a word.[1] It means affixes and bound morphemes are similar. Andrea states that "Since they cannot occur alone and function only as parts of words, they are called bound morphemes."[2] It means bound morphemes are dependent, they cannot occur alone. They need to be attached in another morphemes in order have the meaning. Somathasan says that affixation is one of

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[1] Mark Twain, "Morphology: The Words of Language," ed. Adeline Moore, 2013, p.40, https://doi.org/10.1007/BF00711707.

[2] Andrea Decapua, *Grammar for Teachers: A Guide to Americam English for Native and Non-Native Speakers*, 2nd ed. (New York: Springer International Publishing, 2017), p.34, http://www.springer.com/series/13812.

morphological process to attach affixes to a morphological root or base.[3] It means affixation is its process use affixes.

By the above statements, affixes and bound morphemes are similar. Affixes are the morpheme. While affixation is the process of attaching affixes or bound morphemes (prefix, infix, suffix) to another morphemes. Affixation forms the new word that can occur together.

b. Kind of Affixes

Affix is one important element in affixation. Affixes are a group of letters that used to alter the meaning or form a word. Affixes are bound morphemes. It means they cannot stand alone. Affixes should be attached on root.

Gerald states that "affixes are classified according to whether they attached before or after the form to which they are added."[4] It means that affixes are divided into some kinds. In general there are three kinds of affixes, they are prefix, infix, and suffix. In English there is no infixation.

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[3] M Somathasan, "An Innovative Method for the Study of Complex Word in English : A Linguistic Approach," *International Journal of Applied Research* 3, no. 7 (2017): p.852, http://www.allresearchjournal.com/archives/2017/vol3issue7/PartM/3-7-164-122.pdf.

[4] Gerald P. Delahunty and James Garvey, *The English Language: From Sound to Sense*, *The English Language* (West Lafayette, Indiana: Parlor Press, 2010), p.123, http://wac.colostate.edu/books/sound/chapter5.pdf%5Cnpapers3://publication/uuid/62D06B1B-47F1-470D-B099-993240EB0212.

1) Prefix

Mark states that prefix is bound morphemes that occur before others morphemes.[5] Prefix is bound morphemes which are attached before free morphemes, root or base. It is added in the beginning of a word to create a new word and change the meaning. Prefixation is the process of attaching bound morphemes before others morphemes. Most of prefixation change the meaning. Here some of the main prefixes in English.

Table 1
Prefixes

No.	Prefix	Meaning	Example
1.	anti-	against, opposed to	anti-malaria, anti-war, anti-nuclear
2.	a-/an-	not, without	an-aesthetic
3.	auto-	of oneself	autobiography, automatic
4.	be-	become	befriend, bespatter
5.	bi-	two	bimonthly, bilingual
6.	contra-	against	contraception
7.	de-	to reverse something	decriminalize, de-activate, deform
8.	dia-	across	diameter, diagonal, diagnostic
9.	dis-	reverse of remove something	disagree, disappoint, dislike, disarm
10.	ex-	out	exclaim, ex-wife, ex-member
11.	extra-	beyond	extra-curricular, extra-mural, extra-sensory
12.	fore-	before, in front of	foretell, forearm, foreword
13.	hyper-	to a large degree	hypersensitive, hyper-ball, hyperactive
14.	homo-	same	homosexual, homo-gen

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[5] Twain, "Morphology: The Words of Language," p.40.

No.	Prefix	Meaning	Example
15.	il-, im-, in-, ir-	not	illegal, impossible, inappropriate,
16.	inter-	between	international, interwoven, intergalactic
17.	mal-	bad	maladjusted, mal-economics, malpractice
18.	matri-	mother	matriarch
19.	mega-	large, one million	megatrend, megaton, mega-concert
20.	mis-	to do something badly, incorrectly	misunderstand, miscalculate, miskick
21.	mono-	one, single	monosyllable, monolog, monogamy
22.	multi	many	multistage, multitasking, multitalented
23.	non-	not	non-moslem, non-white, non-indonesian
24.	ortho-	correct, standard	orthopedic, orthodox, orthography
25.	post-	after	postgraduated. post-1945, post-test
26.	pre-	before	pre-wedding, pre-war, pre-1945
27.	pro-	in favour of	pro-life, pro-democracy, pro-europe
28.	quasi-	almost	quasi-serious
29.	re-	to do something again	re-design, re-read, recall
30.	semi-	half, partially	semifinal, semicolon, semifinal
31.	sub-	under, secondary	sub-committee, sub-title, sub-way
32.	super-	above, over	supernatural, superstar, superhero
33.	tele-	linking across distances	telephone, television, telegraph
34.	trans-	across	transform, transfer, translate
35.	tri-	three	tricolor, tricycle, triangel

No.	Prefix	Meaning	Example
37.	un-	reverse of remove something	unclear, unusual, un-follow
38.	under-	beneath	undergrowth, undersea
39.	up-	to a higher state	upgrade, update
40.	en-	to do something (adjective become verb)	enable, ensure[6]

Based on the above table, the process of prefixation change the meaning of the word. The root "write" is added with suffix "re-", the meaning is changed into write again. It also changes the translation.

2) Suffix

Suffix is an affix added after a root, stem or base.[7] It means that suffix is bound morphemes that attached after free morphemes. Free morphemes means root, stem, base (the original word). Suffixation is placing of suffix after the word.[8] Suffixes are associated with the major word-class. Most of suffixation changes the word class. Here some of main suffix in English.

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[6] Gerald Nelson, *English: An Essential Grammar*, 2nd ed. (New York: Taylor and Francis e-Library, 2002), p.128.

[7] Rugaiyah, "Derivational and Inflectional Morphemes: A Morphological Analisis," *Journal of English for Academic* 5, no. 2 (2018): p.76, http://journal.uir.ac.id/index.php/jshmic/article/view/1887.

[8] Fitri Rayani Siregar, "The Students' Ability in Morphological Mastery (A Case Study of Sixth Semester IAIN Padangsidimpuan)," *English Education: English Journal for Teaching and Learning* 06, no. 2 (2018): p.128, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1252.

Table 2
Suffixes

No.	Noun Suffix	Example
1.	-age	blockage, postage, spillage, drainage
2.	-al	betrayal, dismissal, recital, removal
3.	-ant	claimant, contestant, informant
4.	-dom	freedom, kingdom, martyrdom, officialdom
5.	-ee	absentee, employee, refugee, trainee
6.	-er/-or	actor, creator, blender, writer, reader, teacher
7.	-ism	ageism, favoritism, racism, terrorism
8.	-ist	artist, cyclist, motorist, perfectionist, terrorist
9.	-ity	opportunity, publicity, responsibility, severity
10.	-ment	embranchment, environment, equipment, government
11.	-ness	coolness, happiness, dryness, smoothness, willingness
12.	-ship	citizenship, dictatorship, hardship, relationship
13.	-tion	demonstration, ignition, migration, recreation
14.	-ence	difference, assistance, confidence, consequence
No.	**Adjective Suffix**	**Example**
1.	-able	achievable, profitable, reasonable, remarkable
2.	-al	accidental, industrial, musical, physical, whimsical
3.	-ful	grateful, hopeful, successful, tuneful, useful
4.	-ish	amateurish, childish, feverish
5.	-less	careless, homeless, hopeless,
6.	-y	cloudy, creepy, funny, rainy, sleepy
7.	-ic	economic, historic, optimistic
8.	-ive	effective, active, constructive

No.	Verb Suffix	Example
1.	-ate	adjudicate, congratulate, hyphenate, populate
2.	-en	broaden, deafen, ripen, sadden, tighten, widen
3.	-ify	amplify, beautify, clarify, classify, identify, purify
4.	-ise/-ize	economize, realize, terrorize, modernize
No.	Adverb Suffix	Example
1.	-ly	brilliantly, carefully, slowly, smoothly, terribly
2.	-wards	afterwards, backwards, onwards, upwards
3.	-wise	clockwise, health-wise[9]

By the above explanation, affixes are similar with bound morphemes. Affixes divided into three decisions, they are prefix, infix and suffix. There is no infix in English. Affixes are small unit of morphemes that has no meaning.

2. Derivation

Derivation is word formation, which is formed by adding bound morphemes to the root or stem. Derivation is process of forming new word on the basis of an existing word. This process will cause a changing of meaning and the word class.

Haspelmath states "derivational patterns commonly change the word-class of the base lexeme – i.e. nouns can be derived from verbs, adjectives from nouns, and so on."[10] It means, derivation is the process of word-formation that sometimes changing the word-class. The process of word-

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[9] Nelson, *English: An Essential Grammar*, p.129.
[10] Martin Haspelmath and Andrea D. Sims, *Understanding Morphology*, 2nd ed. (London: Hodder Education, 2010), p.87.

formation is by adding bound morphemes to free morphemes. Free morphemes is independent, they have the meaning although they occur alone.

Andrea states that derivation changes the meaning and/or the word-class.[11] It means that derivation is the process of creating new word by attaching bound morpheme to free morphemes. As opposed to inflection which attaching bound morpheme to free morpheme only gives the grammatical information.

Therefore derivation is one of morphological process by attaching bound morphemes to others morphemes. This process will create new word. Bound morphemes have the meaning if they attach with the others morphemes.

3. **Derivational Affixes**

Derivational affixes are divided into prefixes and suffixes. Derivational affix is an affix that attached to a word. Derivational affixes create new word by changing the category or the meaning of the base to which it applies. The derived word is often of a different word class from the original, but it always changes the meaning of the original word.

Based on O'Grady and John derivational affixes are bound morphemes which are used to create a new word with meaning and/or word-class of

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[11] Decapua, *Grammar for Teachers: A Guide to Americam English for Native and Non-Native Speakers*, p.35.

the word.[12] It means derivational affixes are word formation by using bound morphemes (prefix, suffix). It forms new word. It also changes the meaning and/or the word-class.

Bozic, et. al. state that "derivational morphemes play their role as part of the whole word representations for each derived lexeme."[13] Derivational morphemes are morphemes that have a role as part of lexeme (a minimal unit of dependent word). Derivational morphemes occur with lexeme. According to Adams, the function of derivational affixes is to signal the formation of new word.[14] It means that derivational affixes will create new word. By creating new word, it will change the meaning.

Derivational affixes have the function as verb marker, adjective marker, and adverb marker.[15] Besides changing the meaning, derivational affixes also change the word-class. In the other word derivational affixes are the lexical function, the process of word formation by adding affixes on a word. With the result that, the meaning and the word-class will be changed.

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[12] Somathasan, "An Innovative Method for the Study of Complex Word in English : A Linguistic Approach," p.852.

[13] Mirjana Bozic, Zanna Szlachta, and William D. Marslen-Wilson, "Cross-Linguistic Parallels in Processing Derivational Morphology: Evidence from Polish," *Brain and Language* 127, no. 3 (2013): p.534, https://doi.org/10.1016/j.bandl.2013.09.001.

[14] Valerie Adams, *An Introduction to Modern English Word-Formation* (New York: Routledge Taylor and Francis Group, 2013), p.13, https://content.taylorfrancis.com/books/download?dac=C2013-0-22977-9&isbn=9781315504247&format=googlePreviewPdf.

[15] Dedi Rahman Nur, "An Analysis of Derivational Affixes in Commencement Speech By Steve Jobs," *Script Journal* 1, no. 1 (2016): p.33, http://jurnal.fkip-uwgm.ac.id/index.php/script/article/download/18/pdf.

4. Types of Derivational Affixes

Based on the affixation, there are two types of derivational affixes. They are derivational prefix and derivational suffix. In general derivational prefixes only change the meaning. However, it does not eliminate the possibility. For example, root "pay" attached with prefix "re-" it becomes "repay". The meaning of "pay" and "repay" is constant. Meanwhile derivational suffixes change the meaning and/or the word-class. The distinct difference between derivational prefix and derivational suffix is from the attaching of bound morpheme.

There are two types of derivational affixes, it is seen by the definition of derivation. They are class-changing and class-maintaining. Class-changing means that derivational affixes which are changing the word-class: noun, adjective, verb and adverb.[16] However, in class-changing could also change the meaning. Here the table of explanation.[17] The first table is noun derived from verb, as follows:

Table 3
Noun Derived from Verb

No.	Verb	Translation	Suffix	Noun	Translation
1.	state	menyatakan	-ment	statement	pernyataan
2.	conclude	menyimpulkan	-sion	conclusion	kesimpulan
3.	entertain	menghibur	-er	entertainer	penghibur
4.	validate	mensahkan	-ity	validity	keabsahan
5.	marry	menikahi	-age	marriage	pernikahan
6.	defend	membela	-ence	defence	pertahanan
7.	employ	memperkerjakan	-ee	employee	pekerja
8.	type	mengetik	-ist	typist	juru ketik

[16] Hamka, "Morphology and Analysis," *English Education: English Journal for Teaching and Learning* 02, no. 01 (2014): p.12-13, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/112.

[17] Hamka, p.11-13.

By the above table, it can be seen that the form of verbs are changed be the form of noun. Similarly the meanings are also changed. The verb "state" is added with the suffix "-ment". The word is changed be "statement" which is changed into noun. The second table is to explain the noun derived from adjective, as follows:

Table 4
Noun Derived from Adjective

No.	Adjective	Translation	Suffix	Noun	Translation
1.	happy	bahagia	-ness	happiness	kebahagiaan
2.	dark	gelap	-ness	darkness	kegelapan
3.	clean	bersih	-er	cleaner	pembersih
4.	free	bebas	-dom	freedom	kebebasan
5.	wise	bijaksana	-dom	wisedom	kebijaksanaan
6.	real	nyata	-ism	realism	kenyataan
7.	complex	rumit	-ion	complexion	kerumitan
8.	honest	jujur	-y	honesty	kejujuran
9.	blind	buta	-ness	blindness	kebutaan
10.	lazy	malas	-ness	laziness	kemalasan

By the above table, it can be seen that the form of adjectives are changed be the form of noun. The adjective "happy" is added with suffix "-ness". The word is changed be "happiness" which is changed into noun. The third table is to explain the verb derived from noun, as follows:

Table 5
Verb Derived from Noun

No.	Noun	Translation	Suffix	Verb	Translation
1.	victor	pemenang	-ous	victorious	memenangi
2.	fright	ketakutan	-en	frighten	menakuti

By the eight table, it can be seen that the form of nouns are changed into verb. The noun "victor" is added with suffix "-ous". It becomes the

verb "victorious". The word class and the meaning are changed. The next

table is explanation of verb derived from adjective, as follows:

Table 6
Verb Derived from Adjective

No.	adjective	Translation	Suffix	verb	Translation
1.	bright	terang	-en	brighten	menerangi
2.	white	putih	-n/-en	whiten	memutihkan
3.	soft	lembut	-en	soften	melembutkan
4.	standard	resmi	-ize	standardize	meresmikan
5.	beauty	cantik	-ify	beautify	mempercantik
6.	sweet	manis	-en	sweeten	memaniskan
7.	streng	kuat	-en	strengthen	menguatkan
8.	dark	gelap	-en	darken	menggelapkan
9.	tight	ketat	-en	tighten	mengetatkan
10.	black	hitam	-en	blacken	menghitamkan

By the above table, the form of adjectives are changed into verb. The

adjective "bright" is added with suffix "-en" which is changed into verb

"brighten". The next is the table of adjective derived from noun.

Table 7
Adjective Derived from Noun

No.	Noun	Translation	Suffix	Adjective	Translation
1.	scare	ketakutan	-y	scary	menakutkan
2.	blood	darah	-y	bloody	berdarah
3.	gold	emas	-en	golden	keemasan
4.	fright	kejutan	-ful	frightful	mengejutkan
5.	glass	kaca	-y	glassy	seperti kaca/sayu
6.	honor	penghargaan	-ary	honorary	dihargai
7.	fruit	buah	-y	fruity	rasa buah
8.	brain	otak	-y	brainy	cerdas
9.	nature	alam	-al	natural	alami
10.	region	daerah	-al	regional	sedaerah

After nouns are added with suffix, the nouns are changed into

adjective. The adjective "scare" is added with suffix "-y", it becomes

adjective "scary". The next table is the list of adjective derived from verb.

Table 8
Adjective Derived from Verb

No.	Verb	Translation	Suffix	adjective	Translation
1.	believe	mempercayai	-able	believable	terpercaya
2.	conclude	menyimpulkan	-ive	conclusive	meyakinkan
3.	act	bertindak	-ive	active	giat
4.	eat	makan	-able	eatable	bisa dimakan
5.	effect	mempengaruhi	-ive	effective	berpengaruh
6.	creat	membuat	-ive	creative	kreatif
7.	narrate	menceritakan	-ive	narrative	narasi
8.	wash	mencuci	-able	washable	dapat dicuci
9.	enjoy	menikmati	-able	anjoyable	menyenangkan
10.	care	merawat	-ful	careful	teliti

The verbs are changed into adjective after added with suffix. The verb

"believe" is added with suffix "-able" becomes adjective "believable". The

form, word class and meaning are changed.

Table 9
Adverb Derived from Adjective

No.	Adjective	Translation	Suffix	Adverb	Translation
1.	slow	lama	-ly	slowly	pelan-pelan
2.	bright	terang	-ly	brightly	dengan cemerlang
3.	sweet	manis	-ly	sweetly	dengan manis
4.	frightful	menakutkan	-ly	frighfully	secara menakutkan
5.	handsome	tampan	-ly	handsomely	banyak-banyak
6.	beautiful	cantik	-ly	beautifully	dengan indah
7.	excellent	bagus	-ly	excellently	dengan bagus
8.	professional	ahli	-ly	professionally	secara ahli
9.	smart	cerdas	-ly	smartly	dengan tangkas
10.	magical	gaib	-ly	magically	dengan sihir

Mostly adverbs are derived from adjective. As well the list of adjective above is changed into adverb after added with suffix. The adjective "slow" is added with suffix "-ly" becomes adverb "slowly". The last table is the explanation of adverb derived from noun.

Table 10
Adverb Derived from Noun

No.	Noun	Translation	Suffix	Adverb	Translation
1.	brave	keberanian	-ly	bravely	dengan berani
2.	clock	jam	-wise	clockwise	searah putaran jarum
3.	home	rumah	-ward	homeward	dalam perjalanan
4.	hour	jam	-ly	hourly	setiap jam
5.	expert	ahli	-ly	expertly	secara ahli

By the above table, it can be seen that the list of noun is changed into adverb after adding the suffix. The noun "brave" is added with suffix "-ly" becomes adverb "bravely". Evidently the root word added with suffix can change the word class. It is called as class changing.

The second is class-maintaining. Class-maintaining means derivational affixes do not change the word-class but change the meaning. It is mostly found in derivational suffix. For example form noun "malaria" attached with prefix "anti-" become "anti-malaria". The meaning of "malaria" is kind of disease while "anti-malaria" is preventative (noun). By the following example can be concluded that the meaning is changed but the word-class is constant.

5. **Discussion Text**

   a. **Definition of Discussion Text**

   Discussion text is kind of text which presents pros and cons on the similar issue. In the last of text writer will give the recommendation so that the reader can decide the best one. According to Gusdiana & Rosa,

   > Discussion text is a text which contains arguments support and contrast. It is a text that presents at least two points of view about an issue which has specific characteristics; the issue usually adding by review, include argument for and argument against, has conclusion and recommendation (optional), use simple present tense, modals. It is additive, contrastive and has connection between each argument.[18]

   In the other hand, discussion text is one of text genres which discussing about a problem from the different point of view between pros or cons. The writer explores different opinions and ends with a thesis statement, so that the reader can explores different ideas before making an informed decision. Discussion text categorizes as expository text. Discussion text can be found in newspaper, articles, the articles about health, academic writing, editorials, journal and magazine.

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[18] Metri Gudiana and Rusdi Noor Rosa, "Writing a Discussion Text to Senior High School Students," *English Language Teaching* 2, no. 1 (2013): p.204, http://ejournal.unp.ac.id/index.php/jelt/article/view/2607/2207.

b. Generic Structure

The generic structure is the composition in text genre. The function is to make the correct structure based on the genre. In discussion text there are four structures, here the explanation:

a. Issue: contains of statement and preview about something.

b. Arguements for/Supporting arguements: after stating the issue, it necessary to present the arguement to support that one point is agreeing.

c. Arguements against: beside the supporting arguement, discussion text needs the arguements which disagree to the stated issue.

d. Recommendation/conclusion: it is used to tell how to solve issue by cincerning the arguements for and against. [19]

Discussion text consist of the introductory arguements, the agreeable arguements, the disagreeable arguements and the last, it can be recommendation or conclusion. In the issue, the writer tells the statements to introduce what the writer want to discuss. In the arguments for, the writer gives the agreeable arguments to support the topic. In the arguments against the writer gives the disagreeable statements. In the last is recommendation or conclusion, the writer gives the recommendation to solve the issue and conclude it.

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[19] Riza Rahmadona Mukhtar, Suharni, and Yendra, "Analysis Students' Problem in Writing Generic Structure of Discussion Text" (Padang, 2016), p.3, http://jim.stkip-pgri-sumbar.ac.id/jurnal/download/5796, accessed at Maret 07, 2019 retrieved on 9:03 am.

c. Language Features

Language features are the characteristics of language that used in text genre. It can be seen by the grammatical or part of speech. Mukhtar says the language features of discussion text usually are:

a. Using present tense.
b. Using general noun to make statement, e.g. men, papers.
c. Using detailed noun groups to reinforce an arguement.
d. Saying verbs to quote.
e. Use of relating verbs, e.g. is.
f. Using thinking verbs, e.g. wonder, feel, believe.
g. Using factual adjectives, e.g. my las holiday.
h. Using comparative or contrasting adjectives, e.g. boring, most, significant.
i. Using adjectives expressing an opinion, e.g. my *horrifying* adventure.
j. Using adverbs of manner, e.g. honestly, rapidly, carefully.
k. Using connectives to link clause.
l. Using varying degrees of modality for effect, e.g. Perhaps we *might* see .... followed by but we *must* see ....
m. Using evaluative language, e.g. The threatened landscape will continue to be tragically eroded, if steps are not taken.
n. Words showing the writer's opinion, e.g. For the above reasons I fervently believe that...
o. Using clearly strunctured beginning of sentences that focus attention, e.g. Game parks ... The cleaner environment focus...
p. Using word chains, synonyms, antonyms and repitition for effect.[20]

Discussion text usually using general noun, some kinds of verb, adjective, and adverb. It also uses word chains, synonyms, and antonyms. By the above explanation, enabling there are many words with a different kind of part of speech in discussion text.

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[20] Mukhtar, Suharni, and Yendra, p.3.

d. The Example of Discussion Text

Here the example of discussion text. The tittle of discussion text on the example is "The Adavantages and The Disadvantages of Nuclear Energy".

Table 11
Example of Discussion Text

Headline or Title	The Advantages and the Disadvantages of Nuclear Energy
Issue	Nuclear energy is **commonly** offered as an **alternative** to overcome the crisis of energy. The debate of whether the use of nuclear energy is an appropriate choice that has been **unexpired**. Some people agree to **utilize** it because of its benefits. Some others, however, **disagree** because of its risks to the **environment**.
Argument For	Those who agree with the **operation** of nuclear reactors **usually** argue that nuclear energy is the only feasible choice to answer the ever-increasing energy needs. In their opinion, the other sources of energy: oil, coal, and liquid **natural** gas do not **enable** to change and they are and safe, while nuclear energy can be continue when produced in a safe way.
Argument Against	However, people who *disagree* with the use of nuclear energy point out that the waste of nuclear products can **completely** destroy the *environment* and human lives. A meltdown in a **reactor**, for example, *usually* results in the **contamination** of the surrounding soil and water. Take for example, the blow up of the nuclear reactor at the Chernobyl Nuclear Power Station in Russia twenty years ago. The serious *contamination* imperiled people and the *environment* **severely**. This explosion was **inadvertent**, it was caused by the power **failure**. For most people, nuclear energy is a word to declare a **powerful** tool that can **endanger** the **safety** of many people in the form of nuclear weapons. They only looked at **historic** events, that at the time of World War II, nuclear was used as a weapon that destroyed two

	cities in Japan, **namely** Hiroshima and Nagasaki which caused many fatalities and severe **environmental** damage.
Recommendation nor Conclusion	It is obvious that nuclear energy should be avoided because it really endangers the *environment* but what about a less polluted energy instead of nuclear energy? Is there any alternative energy to overcome the crisis of energy?[21]

By the example of discussion text, it can be found some derivational affixes. Especially derivational prefix (*dis-, en-, extra-, in-, un-*) and suffix (*-al, -ic, -ence, -er, -ful, -ise, -ity, -ive, -ly, -ment, -tion, -y*). It will be shown in the below table.

Table 12
Derivational Affixes from Discussion Text Above

No.	Derivation (P= Paragraph) (L=Line)	Affixes	
		Prefix	Suffix
1.	Commonly (P1. L1)		-ly
2.	Unexpired (P1. L2)	un-	
3.	Utilize (P1. L3)		-ize
4.	Disagree (P1. L4)	dis-	
5.	Environment (P1. L4)		-ment
6.	Operation (P2. L1)		-tion
7.	Usually (P2. L1)		-ly
8.	Natural (P2. L2)		-al

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21 Rahmad Husein and Anni Holila Pulungan, "Discussion Text," 2017, p.3, https://www.usd.ac.id/fakultas/pendidikan/fl13/PLPG2017/Download/materi/bing/BAB-IX-Discussion.pdf.

No.	Derivation (P= Paragraph) (L=Line)	Affixes	
		Prefix	Suffix
9.	Enable (P2. L2)	en-	
10.	Completely (P3. L1)		-ly
11.	Reactor (P3. L2)		-or
12.	Contamination (P3. L2)		-tion
13.	Severely (P3. L3)		-ly
14.	Inadvertent (P3. L4)	in-	
15.	Failure (P3. L4)		-ure
16.	Powerful (P3. L5)		-ful
17.	Endanger (P3. L5)	en-	
18.	Safety (P3. L5)		-ty
19.	Historic (P3. L6)		-ic
20.	Namely (P3. L6)		-ly
21.	Environmental (P3. L6)		-ment + -al

By the above table explained that all derivational suffixes change the word-class and the meaning. While derivational prefixes only change the meaning except prefix "en-" because it also change the word-class become verb. Here the table which is to explain derivational affixes that had been found by the researcher from the example of discussion text.

Table 13
The Number of Derivational Affixes

No.	Derivational Affixes		The Number of Derivational
	Prefix	Suffix	
1.	dis-		1
2.	en-		2
3.	extra-		
4.	in-		1
5.	un-		1
6.		-al	2
7.		-ic	1
8.		-ence	
9.		-er/-or	1
10.		-ful	1
11.		-ise/-ize	1
12.		-ity	1
13.		-ive	1
14.		-ly	5
15.		-ment	1
16.		-tion	2
17.		-y	

Based on the table of explanation above, it show that there dis- (1),
en- (2), extra-, in- (1), un- (1), -al (2), -ic (1), -ence, -er/-er (1), -ful (1),
-ise/-ize (1), -ity (1), -ive (1), -ly (5), -ment (1), -tion (2).

B. Review of Related Findings

There are some related finding that had been researched. The first is by
Yanti Mida Sari.[22] Based on the result of the research, the researcher found
that the students' difficulties in identifying derivational suffix at 5 semester
English Departement IAIN Padangsidimpuan was 27.12%. It was categorized
into low category.

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[22] Yanti Mida Sari, "The Students' Difficulties Identifying Derivational Suffix in News
Article of The Jakarta Post at Fifth Semester English Education Department IAIN
Padangsidimpuan", *Unpublished Thesis*, (Padangsidimpuan: IAIN Padangsidimpuan, 2017), p.
113-114.

The second is by Mayang Purnama Sari Sitompul.[23] Based on the result of the research, the researcher found that mean score of students' intrinsic motivation was 96 and mean score of morphological mastery was 68.83. The conclusion is there was a significant between intrinsic motivation and students' morphological mastery in enough categories.

The researcher also found the related research by Arif Arga Kusuma.[24] Based on the result of the research, the researcher found, there were still errors in using inflectional and derivational affixes in writing text. Not all students did mistake, there was more than 50% of the frequency of inflectional and derivational usage. The data showed there was no relation between the students' mastery of inflectional affixes and derivational affixes. Not all students got high score in using inflectional affixes but they got good mastery in using derivational affixes.

The fourth is by Siti Yuni Nurjanah.[25] Based on the result of the research, the researcher found, there are 7 words of derivational process and there are 29 words of inflectional process. In derivational process there are one formation of noun become adjective, three formations of verb become noun and three formations of adjective become adverb. In inflectional process there are nine formations of noun, four formations of adverb, thirteen formations of

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[23] Mayang Purnama Sari Sitompul, "The Correlation between Intrinsic Motivation and Students' Morphological Mastery of 6th Semester IAIN Padangsidimpuan", *Unpublished Thesis*, (Padangsidimpuan: IAIN Padangsidimpuan, 2018), p.54-55.

[24] Arif Arga Kusuma and Mursid Saleh, "The Consistency of the Use of Inflectional and Derivational Affixes for Word Formation in Students ' Writing," *English Education Journal* 7, no. 3 (2017): p.276-277, https://journal.unnes.ac.id/sju/index.php/eej/article/view/20746.

[25] Siti Yuni Nurjanah, Alifah Ramdhaniah, and M Efransyah, "Affixation of Derivational and Inflectional Process in Narrative Text Entitled The Ugly Duckling" 01, no. 03 (2018): p.317-318, https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/1217.

verb, and the last there are three formations of adjective in narrative text entitled "The Ugly Duckling".

The fifth is by Fitri Rayani Siregar.[26] Based on the result of the research, the researcher found that Zcount is smaller than Ztable. Zcount = -1.06 < Ztable = 1.69. it means the students' ability in morphological mastery is enough category. The sixth is by Dongbo Zhang. Zhang said that on Young Chinese-Speaking learners, it was found that derivational awareness directly predicted ESL reading comprehension over and above the influence of learners' lexical skills. It also indirectly contributed to ESL reading comprehension primarily via learners' vocabulary knowledge.[27] The contribution also became strengthened over. It means there was a significant correlation between derivational morphology in reading comprehension for ESL learners.

Therefore the researcher concludes that everyone's ability in derivational morphemes is different. The researcher expects that this research can contribute the previous findings. So the researcher conducted the research through the title The Students' Ability in Identifying Derivational Affixes in Discussion Text at Eight Semester of English Department Students IAIN Padangsidimpuan.

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[26] Fitri Rayani Siregar, "The Students' Ability in Morphological Mastery (A Case Study of Sixth Semester IAIN Padangsidimpuan)," p.125.

[27] Dongbo Zhang, "Derivational Morphology in Reading Comprehension of Chinese-Speaking Learners of English: A Longitudinal Structural Equation Modeling Study," *Applied Linguistics* 38, no. 6 (2016): p.22, https://doi.org/10.1093/applin/amv072.

C. Hypothesis

The usage of hypothesis is to show the researchers's expectation from the result of research before done. So, the hypothesis is, the ability of the students in identifying derivational affixes in discussion text is categorized into high categories.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was done at IAIN Padangsidimpuan. Its location is at Jalan T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpuan, North Sumatera. This research had been done from January up to July 2019.

B. Research Design

The method of this research is descriptive research, quantitative approach. The researcher examined what can be predicted to happen again under the same circumstance. After the researcher got the data, the researcher described the result of the research by the real data that has been gotten.

The researcher analyzed the students' ability then describing the result of the research. To analyze the students ability, the researcher given the test. Before describing the result, the researcher used the statistical form and statistical data to test the result and the hypothesis. That's why the approach of this research is quantitative.

C. Population and Sample

1. Population

The researcher took the students of eight semester in English Departement IAIN Padangsidimpuan in 2019/2020 academic year. They consist of three classes. Here the table of explanation.

Table 14
Population of Research

No.	CLASS	STUDENTS
1.	TBI-1	34
2.	TBI-2	35
3.	TBI-3	22
Total		91

It can be seen the population is from three classes. They are TBI-1, TBI-2 and TBI-3. There are 34 students in TBI-1. There are about 35 students in TBI-2. There are about 22 students in TBI-3. The total of population is 91 students.

2. **Sample**

In general for sample of descriptive research is 20% to 40% from the population.[1] So the researcher took about 20% students from populations (each class) as sample by using Slovin formula and random sampling technique with lottery.

$$n = \frac{N}{1 + N(e)^2}$$

Description :

n : number of sample

N : total population

e : error tolerance

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[1] L. R. Gay and Peter Airaisan, *Educational Research for Analysis and Application,* (America: Prentice Hall, 1992), p.134.

Table 15
Sample of Research

No.	Class	Population	Sample 20% from Population
1.	TBI-1	34	14
2.	TBI-2	35	14
3.	TBI-3	22	8
Total		91	36

To select who would be the sample, the researcher wrote all names of students on scraps of paper in each class. Then the researcher divided them into three bottles according to each class. The first bottle is TBI-1, the second bottle is TBI-2, and the last bottle is TBI-3. The researcher took 14 scraps of paper from TBI-1 bottle, 14 scraps of paper again from TBI-2 bottle, and 8 scraps of paper from TBI-3 bottle. It means there are 36 scraps of paper that was taken by the researcher. Those names are the sample.

D. Technique of Collecting Data

Instrument is some tools to get the data. The researcher used test as the instrument to get the data. The researcher provided a text (discussion text) on the title "The Advantages and Disadvantages of Homework" and a table in worksheet with the instruction. Before the instrument was given to the respondents, the researcher also told verbal instruction to make sure that the respondents understand if they know what to do.

The instruction is the respondents underline derivational words that they found in discussion text. Then the respondents write it into the correct table and analyze the words whether it is derivational prefix or derivational suffix.

If the respondents find more than once the similar word, the respondents just write it once on answer-sheet. There are some indicators that was used by the researcher to measure the students ability in identifying derivational affixes in discussion text. It can be seen in the table of the test indicator.

Table 16
The Indicators of Test

No.	Indicators	Subject of Indicators	Item Number	Score of Each Item	Total Score
1.	Able to identify derivational prefix	dis-	1		4
		en-	1		4
		extra-	1		4
		in-	1		4
		un-	1		4
2.	Able to identify derivational suffix	-al	1		4
		-ic	1		4
		-ence	2	x4	8
		-er	1		4
		-ful	1		4
		-ise	1		4
		-ity	2		8
		-ive	1		4
		-ly	5		20
		-ment	1		4
		-ation/ -tion	3		12
		-y	1		4
Total			25		100

On the text there are five derivational prefixes and twenty derivational suffixes to be identified. Item number is 25 words. They should be written on the table that has been provided by the researcher. Each word has 4 score, the total score is 100. The researcher gave time about an hour and half to the respondents to finish the test.

E. Validity of Instrument

To get the valid instrument, a researcher should do the validation of instrument. There are many kinds of validity. In this research the researcher used the construct validity. The researcher gave the instrument to validator before the researcher give the instrument to sample of research. The validator is the lecturer of Morphology at IAIN Padangsidimpuan. The validator checked the instrument until the instrument had been valid.

F. Technique of Analyzing Data

After the data had been gotten, the researcher analyzed the result of students' test by using statistical formula, such as descriptive statistics then the researcher analysed the hyphotesis by using Z-test with the following steps:

1. Correcting the answer of respondents in the test.

2. Summing up all score that had been gotten by the respondents.

3. Calculating their scores by using the formulas:[2]

   a. To know the mean (average) score, the researcher used the formula:

   $$\overline{x} = \frac{\sum xi}{n}$$

   Where:

   $\sum xi$: the total of all scores

   n : the total of sample

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[2] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, *New Age International* (New Delhi: New Age International, 2006), p.224.

b. To know the modus of score, the researcher used the formula:

$$Me = b + p\left(\frac{\frac{1}{2}n - F}{f}\right)$$

Where:

b : Median lower class

p : long class interval

n : the quantities of data

f : the frequency of median class

F : the sum of all frequencies (class mark is

smaller than the median class mark

c. To know the median of score, the researcher used the formula:

$$Mo = b + p\left(\frac{b_1}{b_1 + b_2}\right)$$

Where:

b : lower limit of modal class

p : long class interval

b_1 : frequency of modal class (smaller)

b_2 : frequency of modal class (bigger)

4. After the researcher got the result of calculating data, it was presented in table of frequency as following:

Table 17
Interpretation of Mean Score

Interval	Criteria
81-100	Very good
61-80	Good
41-60	Enough
21-40	Low
0-20	Very Low[3]

Based on the table of the interpretation of mean score above, it would be consult to the criteria as the following:

a. If the value of mean score is 81-100, it can be categorized into very good category.

b. If the value of mean score is 61-80, it can be categorized into good category.

c. If the value of mean score is 41-60, it can be categorized into enough category.

d. If the value of mean score is 21-40, it can be categorized into low category.

e. If the value of mean score is 0-20, it can be categorized into very low category.

5. The researcher described the result of the data.

6. To determine how the ability of students in identifying derivational affixes in discussion text, the researcher used Test-Z, as follows:

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

[3] Riduan, *Pengantar Statistik untuk Penelitian: Pendidikan Sosial, Komunikasi, Ekonomi, dan Bisnis*, (Bandung: Alfabeta, 2013), p.13.

Where:

        x : the quantities of data in hypothesis category

        n   : the quantities of data

        p   : proportion on hypothesis

The formula of hypothesis formulated appropriated on the list of scores 70 upward.

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, in order to find out the result of the students' ability in identifying derivational affixes in discussion text at eight semester of English Department IAIN Padangsidimpuan in 2019/2020 academic year, the researcher calculated the result of the data by using some descriptive analysis formulas. The formulas are mean score, modus, and median. Whereas to prove the hypothesis, the researcher calculated it by using Test-Z formula. Next, the researcher described the detailed description of data, as follows:

A. The Description of Data

The researcher calculated the data that had been gotten by the students in identifying derivational affixes on a discussion text. There are about 36 students that had been tested. Based on the result of calculating, the researcher concluded that the students' ability in identifying derivational affixes in discussion text was included into enough categories. It can be seen in the table below:

Table 18
The English Educational Students' Score
in Identifying Derivational Affixes

No.	Students' Initial	Total Score
1.	NHS	82
2.	AML	72
3.	SWN	60
4.	WAP	56
5.	ITS	64
6.	AAT	72
7.	RND	58
8.	AAZ	54

No.	Students' Initial	Total Score
9.	WSP	58
10.	ANN	80
11.	GAD	46
12.	DSS	82
13.	NRR	50
14.	FSN	38
15.	MAB	44
16.	EYN	36
17.	ZFS	48
18.	MRN	42
19.	LAD	36
20.	MHY	34
21.	SH	60
22.	FY	52
23.	KS	58
24.	SIH	48
25.	SRH	50
26.	KMS	32
27.	WHH	58
28.	WN	50
29.	GLH	62
30.	SEH	68
31.	NJH	52
32.	AD	60
33.	SRN	64
34.	MTH	24
35.	AGT	38
36.	RSN	34
Highest Score		**82**
Lowest Score		**24**
Sum		**1920**

Based on the table above, it shows that the sum of students' score is 1920. It also can be seen, there are two students got 82 as the highest score. There is a student who got 24 as the lowest score. To know the quality score of each student in identifying derivational affixes can be seen as follows:

Table 19
The Quality Score of Students in Identifying Derivational Affixes

No.	Students' Initial	Total Score	Quality Score
1.	NHS	82	Very high
2.	AML	72	High
3.	SWN	60	Enough
4.	WAP	56	Enough
5.	ITS	64	High
6.	AAT	72	High
7.	RND	58	Enough
8.	AAZ	54	Enough
9.	WSP	58	Enough
10.	ANN	80	High
11.	GAD	46	Enough
12.	DSS	82	Very high
13.	NRR	50	Enough
14.	FSN	38	Low
15.	MAB	44	Enough
16.	EYN	36	Low
17.	ZFS	48	Enough
18.	MRN	42	Enough
19.	LAD	36	Low
20.	MHY	34	Low
21.	SH	60	Enough
22.	FY	52	Enough
23.	KS	58	Enough
24.	SIH	48	Enough
25.	SRH	50	Enough
26.	KMS	32	Low
27.	WHH	58	Enough
28.	WN	50	Enough
29.	GLH	62	High
30.	SEH	68	High
31.	NJH	52	Enough
32.	AD	60	Enough
33.	SRN	64	High
34.	MTH	24	Low
35.	AGT	38	Low
36.	RSN	34	Low
Sum		**1920**	

Based on the table above, it can be seen that the students' score in identifying derivational affixes are different. There are two students got very

high score. There are seven students got high score. There are nineteen students got enough score. There are eight students got low, there is no any student got very low score. It means that the ability of English Educational Department students in 2019/2020 academic year in identifying derivational affixes is variously. The score is dominated by students who got under enough categories. The data of students' score that's used for testing the hypothesis were tabulated as follows:

Table 20
The Resume of Variable Score in Identifying Derivational Affixes

No.	Statistic	Variable
1.	Highest Score	82
2.	Lowest Score	24
3.	Mean Score	53.3
4.	Median	52.5
5.	Modus	51

From the above table, it can be known from 36 students that the highest score is 82 and the lowest score is 24. From the data, the researcher calculated that the mean score is 53.3. The researcher got median score is 52.5 and modus is 51. By the calculation, it can be concluded that the students' ability in identifying derivational affixes in discussion text is enough. Then, to know the description about the criteria of mean score students' ability in identifying derivational affixes, it can be looked at the following table:

Table 21
The Frequency of Distribution in Identifying Derivational Affixes

No.	Interval	Frequency Absolute	Frequency Relative (%)
1.	24-33	2	5.5
2.	34-43	7	19.4
3.	44-53	10	28
4.	54-63	9	25
5.	64-73	5	13.8
6.	74-83	3	8.3
	i= 10	36	100

Based on the above table the interval is 10. It can be looked on the fourth appendix. To get the description of data easily, it was drawn at the following histogram:
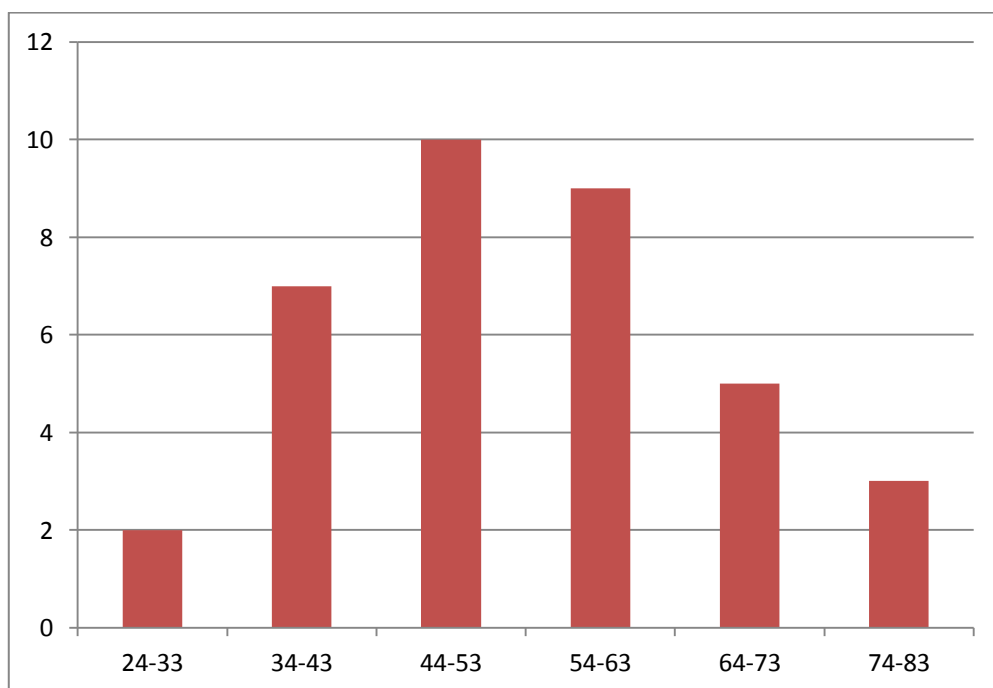
Figure 1
The Frequency of Distribution

According to the histogram, it is shown that the variable revolution students' ability in identifying derivational affixes in discussion text "The Advantages and The disadvantages of Homework", the respondents who got

score about 24-33 are 2 students with the relative frequency 5.5%. The respondents who got score about 34-43 are 7 students with the relative frequency 19.4%. The respondents who got score about 44-53 are 10 students with the relative frequency 28%. The respondents who got score about 54-63 are 9 students with the relative frequency 25%. The respondents who got score about 64-73 are 5 students with the relative frequency 13.8%. The last, the respondents who got score about 74-83 are 3 students with the relative frequency 8.3%. From the description above, it can be found the total of relative frequency is 100%.

B. Hypothesis Testing

The hypothesis of the research was the ability of the students in identifying derivational affixes in discussion text is categorized into high categories. Based on the collected data that had been analyzed to prove the hypothesis by using Z-test formula as follows:

Calculation for Z_{count} :

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

$$Z_{count} = \frac{\frac{11}{36} - 0.70}{\sqrt{\frac{0.70(0.70-1)}{36}}}$$

$$Z_{count} = \frac{0.30 - 0.70}{\sqrt{\frac{0.70(-0.3)}{36}}}$$

$$Z_{count} = \frac{-0.4}{\sqrt{\frac{-0.21}{36}}}$$

$$Z_{\text{count}} = \frac{-0.4}{\sqrt{-0,005}}$$

$$Z_{\text{count}} = \frac{-0.4}{-0.07}$$

$$Z_{\text{count}} = 5.71$$

Calculation for Z_{table} :

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

$$Z_{\text{table}} = Z(1/2\text{-}0.05)$$

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

$$Z_{\text{table}} = 0.1736$$

Based on the calculation of Z-test, it can be found that $Z_{\text{count}} = 5.71$, while the result of $Z_{\text{table}} = 0.1736$. Z_{count} is bigger than Z_{table}. ($Z_{\text{count}} = 5.71 > Z_{\text{table}} = 0.1736$). From the result above, the researcher concluded that the hypothesis "the ability of the students in identifying derivational affixes in discussion text is categorized into high categories" was rejected.

C. Discussion

After did the research, the researcher compared this research with some related finding. The first related finding is the research by Yanti Mida Sari.[1] The researcher concluded that the students' ability in identifying derivational suffix in news article is low category. The researcher found the dominant difficulty of students in identifying derivational suffix in news article. The

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[1] Yanti Mida Sari, "The Students' Difficulties Identifying Derivational Suffix in News Article of The Jakarta Post at Fifth Semester English Education Department IAIN Padangsidimpuan", *Unpublished Thesis*, (Padangsidimpuan: IAIN Padangsidimpuan, 2017), p. 113-114.

students were difficult to determine where derivational suffix that form noun, adjective, verb, and adverb.

The second related finding is by Mayang Purnama Sari Sitompul.[2] The researcher said that there is a significant correlation between intrinsic motivation and students' morphological mastery. It was categorized into enough categories.

This research is also related to the research that has been done by Arif Arga Kusuma.[3] The researcher concluded that there was no relation between students' mastery of inflectional affixes and derivational affixes. The researcher found that not all students got high score in using inflectional affixes in writing, but they got good score in using derivational affixes. It means the students more understand about derivation than inflection. However the students still got error to use derivational affixes in writing. The researcher found some causes of the difficulty of students. First cause is the students rarely practice the use of derivational affixes of word formation in writing even they comprehend the theoretically the material. The second is the students got confused to use derivational affixes in sentences.

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[2] Mayang Purnama Sari Sitompul, "The Correlation between Intrinsic Motivation and Students' Morphological Mastery of 6th Semester IAIN Padangsidimpuan", *Unpublished Thesis*, (Padangsidimpuan: IAIN Padangsidimpuan, 2018), p.54-55.

[3] Arif Arga Kusuma and Mursid Saleh, "The Consistency of the Use of Inflectional and Derivational Affixes for Word Formation in Students ' Writing," *English Education Journal* 7, no. 3 (2017): p.276-277, https://journal.unnes.ac.id/sju/index.php/eej/article/view/20746.

The fourth related finding is by Fitri Rayani Siregar.[4] The population of this related finding is similar with this research. The researcher said that the students' ability in Morphological Mastery was enough category.

The last related finding is by Dongbo Zhang. The researcher said that morphological awareness essentially contributed indirectly to reading comprehension through vocabulary knowledge. The significant effects of derivational awareness on vocabulary knowledge and reading comprehension highlight a need of focused instruction on English derivational morphology.

This research was to analyze the students' ability in identifying derivational affixes in discussion text. Which is the thing to do in identifying something is read. Meanwhile derivational affix is part of morphology. Ludo Verhoeven says that theories of morphological process in reading can be classified on how they explain the identification or production of polymorphemic words, varying from full listing to the total decomposition.[5] It is found that mastering morphology is important in language especially for English department students.

For this research the researcher has proven, the students' ability in identifying derivational affixes in discussion text at eight semester of English Department IAIN Padangsidimpuan in 2019/2020 academic year is enough category. It was gotten by the students' mean score in identifying derivational

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[4] Fitri Rayani Siregar, "The Students' Ability in Morphological Mastery (A Case Study of Sixth Semester IAIN Padangsidimpuan)," *English Education: English Journal for Teaching and Learning* 06, no. 2 (2018): p.125, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1252.

[5] Ludo Verhoeven, "Morphological Processing in Reading Acquisition : A Cross-Linguistic Perspective," *Applied Psycholinguistics* 32, no. 3 (2011): P.459, https://doi.org/10.1017/S0142716411000154.

affixes on a discussion text. It is 53.3. However the result of hypothesis testing shows the hypothesis that the ability of students in identifying derivational affixes in discussion text is categorized into high categories was rejected. The researcher also found the error of students in identifying derivational affixes. There are some causes of the students' difficulty in identifying derivational affixes in discussion text. The first cause is the students were too focused on affixation only. They did not know that there are two decision of affixation. The second, the students are lack in mastering the list of prefix and suffix. The third, the students are lack in mastering vocabulary. Based on the comparison between this research and some of related findings above, it can be concluded that those researches have the similar problem from different result.

D. Threats of Research

In doing this research, there were many threats of the researcher. Here some threats that found by the researcher:

1. The researcher had the difficulty in making and validating the instrument. In making the instrument, the researcher needed to think harder and more focus on the instrument. In validating, the validator still found a lot of words others than the key answers from the researcher. So the researcher needed to do the revision on the instrument.

2. The sample was the eight semester students, it caused the sample did not have many class and had different activity. The sample is also from different class. So the researcher was difficult to collect the sample in one class to do the test.

3. Some of the sample did not do the test seriously because the sample had just done the examination before.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of calculating data, the researcher got the conclusion that the students' ability in identifying derivational affixes in discussion text is categorized into enough categories. It can be seen from the mean score which was gotten from the students' test, it is 53.3. While the result of calculating the hypothesis is $Z_{count} = 5.71 > Z_{table} = 0.1736$. In the other word, the hypothesis of this research, "the ability of the students in identifying derivational affixes in discussion text is categorized into high categories" was rejected. So, it can be stated that the students' ability in identifying derivational affixes in discussion text at eight semester of English Department IAIN Padangsidimpuan in 2019/2020 academic year is categorized into enough categories.

B. Suggestion

In this part, the researcher would like to give the suggestions as follows:

1. For the lecturer, it is hoped to use the good method in teaching to improve the students' morphological mastery, and it is hoped to make the condition of teaching and learning process more interest in order the students are motivated in learning morphology class.

2. For the students, it is hoped to learn morphology more specifically in order to not make any error in making sentence, in reading, or in translating.

3. For the other researcher, it is hoped to make the deeper research with the similar topic because this research is still far from the perfect one. The researcher also hopes for the other researchers to do the experimental research to find the good method or technique in teaching and learning morphology.

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CURRICULUM VITAE

A. Identity

Name   : YUMNA HADAYA NASUTION

Reg. No.   : 15 203 00012

Place/Birth   : Rantauprapat/August, 16th 1997

Sex   : Female

Religion   : Islam

Address   : Jl. Dr. Hamka Purwodadi No. 22 Rantauprapat

B. Parents

Father's Name   : Ade Irsan Nasution

Mother's Name   : Ernawati Sirait

C. Educational Background

1. Elementary School   : SDN 112147 Bakaran Batu   (2009)
2. Junior High School   : SMPN 2 Rantau Utara   (2012)
3. Senior High School   : SMAN 1 Rantau Selatan   (2015)
4. Institute   : IAIN Padangsidimpuan   (2019)

The Advantages and Disadvantages of Homework

Homework is something that occupies students all around the globe, but it is also the source of an ongoing controversy between parents, teachers, and educational higher ups. Most people agree that homework is useful for teenagers over about the age of 15, but what about for everyone else? The basic question that is being asked is this: Do we need homework?

Many studies have shown that homework that is assigned, marked, and handed back is effective in increasing knowledge of a subject matter. Homework has other positives too!

1. Some students like doing their work at home better than completing work in class because at home it may be easier to create ideal working conditions based on a student's particular **learning needs** (for example, some students might want to listen to music while doing work, while others might need total silence in order to focus).

2. There isn't always time to complete all work during the school day. **Homework** can be a chance for a student to delve deeper into a subject than they would be able to during classroom hours.

3. Homework can help a student learn responsibility; it is up to you to schedule a time to do your homework and complete it within the parameters given by your teacher. Learning how to do this could help you with time management later in life.

4. Homework sets children up to manage their time and plan out study schedules, which are very useful skills to have when they enter senior high school years, third years study and even the workforce. Completing homework early in the schooling years ensure that it becomes a habit.

Funnily enough, some studies have shown that homework does not improve a student's knowledge base, and is an inappropriate learning and teaching tool. Let's look at why that might be.

1. The first disadvantage is homework reduce the **family** time. If a student cannot attend a family event or spend time with family because he or she must complete a homework project, he or she is being prevented from forming meaningful connection, engaging in stress-relieving activity, and even exploring new experiences.

2. A lot of the time homework is pretty busy work. How much will you really learn to standardise worksheet? If homework does not provide the chance for meaningful learning **experiences**, it's unlikely that most students will get a lot out of it.

3. All students have difference in learning needs, but homework is usually the same for every students, it means that, it doesn't address the needs of every students. This might mean that some students who do not learn a lot from sitting down and doing a worksheet might find themselves in academic trouble because their homework is not appropriately designed for them.

4. After a busy day at school and extracurricular activities thrown into the mix, sitting down to complete homework can seem like a difficult task, causing some children to feel burnt out well before they reach the tough final years of school. In some cases, homework may even be assigned over term breaks or the summer holidays. This causes severe stress for some children, leading to issues such as sleep deprivation.

As you can see, there are a lot of varying views on the requisite and even the benefit of homework, special for children, pre-teens, and early adolescents. What you should take away from the information above is that not all homework is created coordinate; ideally, every learning experience you engage in should be meaningful and include components that cater to all sorts of learning styles.

Padangsidimpuan,   Mei 2019

Validator

Fitri Rayani Siregar, M.Hum
NIP 19820731 2009 2 004

APPENDIX II

Name :

NIM :

Please, identify derivational prefix and suffix from the text that has been given, write it appropriate with table each!

(P.S: if you find more than one of the similar word in the text, please write it once!)

No.	Derivation (Finding)	Affixes	
		Prefix	Suffix
	Manager		**-er**
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

Padangsidimpuan,   Mei 2019

Validator

<u>Fitri Rayani Siregar, M.Hum</u>
NIP 19820731 2009 2 004

APPENDIX III

KEY ANSWER

No.	Derivation (Finding)	Translation	Root	Translation	Affixes	
					Prefix	Suffix
1.	controversy	perdebatan	controvert	menyangkal		-y
2.	educational	berpendidikan	educate	mendidik		-al
3.	useful	bermanfaat	use	menggunakan		-ful
4.	effective	mujarab	effect	efek		-ive
5.	silence	keheningan	silent	hening		-ence
6.	responsibility	tanggung jawab	respond	menjawab		-ity
7.	teacher	guru	teach	mengajar		-er
8.	management	pengaturan	manage	mengatur		-ment
9.	ensure	meyakinkan	sure	yakin	en-	
10.	funnily	dengan lucu	funny	lucu		-ly
11.	inappropriate	tidak mesti	appropriate	mesti	in-	
12.	disadvantage	kerugian	advantage	manfaat	dis-	
13.	meaningful	bermakna	mean	bermaksud		-ful
14.	connection	hubungan	connect	menghubungkan		-tion/-ation
15.	activity	kegiatan	act	bertindak		-ity
16.	standardize	meratakan	standard	standar		-ise/-ize
17.	unlikely	mustahil	like	suka	un-	-ly
18.	difference	perbedaan	different	berbeda		-ence
19.	usually	biasanya	usual	biasa		-ly
20.	academic	teoritis	academiy	akademi		-ic
21.	appropriately	secara tepat	appropriate	tepat		-ly
22.	extracurricular	pelajaran tambahan	curricular	kurikuler	extra-	
23.	deprivation	perampasan	deprivate	merampas		-tion/-ation
24.	information	informasi	inform	memberitakan		-tion/-ation
25.	ideally	dengan sempurna	ideal	idaman		-ly

APPENDIX IV

DESCRIPTION OF DATA USING STATISTICAL FORMULA

1. The students' score from the lowest to the highest

24	32	34	34	36	36
38	38	42	44	46	48
48	50	50	50	52	52
52	56	58	58	58	58
60	60	60	62	64	64
68	72	72	80	82	82

2. The highest score $= 82$

3. The lowest score $= 24$

4. Range $=$ Highest $-$ Lowest

   $= 82 - 24$

   $= 58$

5. Limit Class $= 1 + 3.3 \log (n)$

   $= 1 + 3.3 \log (36)$

   $= 1 + 3.3 (1.55)$

   $= 1 + 5.13$

   $= 6.13 = 6$

6. Interval Class (i) $= \dfrac{R}{BK}$

   $i = \dfrac{58}{6} = 9.67 = 10$

7. Mean Score $\bar{x}$ $= \frac{\Sigma xi}{n}$

$= \frac{1920}{36}$

$= 53.3$

No.	Interval	fi
1.	24-33	2
2.	33-43	7
3.	44-53	10
4.	54-63	9
5.	64-73	5
6.	74-83	3
	i= 10	36

8. Class median $= \frac{n}{2} = \frac{36}{2} = 18$

b $= 44 - 0.5 = 43.5$

F $= 9$

f $= 10$

p $= 10$

Median (M_e) $= b + p(\frac{\frac{1}{2}n - F}{f})$

$= 43.5 + 10 \left(\frac{\frac{1}{2}36 - 9}{10} \right)$

$= 43.5 + 10 (0.9)$

$= 52.5$

9. b $= 44 - 0.5 = 43.5$

b_1 $= 10 - 7 = 3$

b_2 $= 10 - 9 = 1$

p $= 10$

Modus (M_o) $= b + p \left(\frac{b1}{b1 + b2} \right)$

$= 43.5 + 10 \left(\frac{3}{3+1} \right)$

$= 51$

APPENDIX V

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	**0.1736**	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974

2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3.1	0.4990	0.4991	0.4991	0.4991	0.4992	0.4992	0.4992	0.4992	0.4993	0.4993
3.2	0.4993	0.4993	0.4994	0.4994	0.4994	0.4994	0.4994	0.4995	0.4995	0.4995
3.3	0.4995	0.4995	0.4995	0.4996	0.4996	0.4996	0.4996	0.4996	0.4997	0.4997
3.4	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4998
3.5	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998
3.6	0.4998	0.4998	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.7	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.8	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.9	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000

APPENDIX VI

STUDENTS' NAME AND THE INITIALS
AT EIGHT SEMESTER OF ENGLISH DEPARTMENT
IAIN PADANGSIDIMPUAN IN 2019/2020

No.	Students' Name	Students' Initial
1.	Nurhidayanti Siregar	NHS
2.	Amilin Lubis	AML
3.	Sri Wahyu Ningsih	SWN
4.	Widyanra Pane	WAP
5.	Imam Tarmizi Situmeang	ITS
6.	Ahmad Ayyub Tanjung	AAT
7.	Riska Novita Dewi	RND
8.	Aisyah Amini ZA	AAZ
9.	Winda Siska Perwana	WSP
10.	Adannia Nasution	ANN
11.	Gian Ayu Drani	GAD
12.	Dian Sartika Simanjuntak	DSS
13.	Nurkhofifah Rizki Ridwan	NRR
14.	Feri Sandi Nasution	FSN
15.	Meliani Batubara	MAB
16.	Ernida Yusnidar Nasution	EYN
17.	Zamilah Fitriani Siregar	ZFS
18.	Murni	MRN
19.	Lefrianna Daulay	LAD
20.	Marisa Handayani	MHY
21.	Safinah Hasibuan	SH
22.	Fitri Yamaratussholihah	FYS
23.	Kholidah Syiah	KS
24.	Syahroito Harahap	SIH
25.	Siti Ropiah Hasibuan	SRH
26.	Khairul Mahlil Siregar	KMS
27.	Wirdah Hasanah Hasibuan	WHH
28.	Waridah Nasution	WN
29.	Gina Lestari Harahap	GLH
30.	Suhendra Efendi Harahap	SEH
31.	Nira Junita Hasibuan	NJH
32.	Aisyah Daulay	AD
33.	Sarlin	SRN
34.	Mawaddah Tunnur Hsb	MTH
35.	Ayu Gayatri	AGT
36.	Risanur	RSN

DOCUMENTATION OF RESEARCH