



**THE CORRELATION BETWEEN SCIENCE MOTIVATION  
AND STUDENTS' MORPHOLOGICAL MASTERY  
OF SIXTH SEMESTER IAIN PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the state Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirement for the Degree of  
Education (S.Pd) in English*

**Written by:**

**MAYANG PURNAMA SARI SITOMPUL  
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**TARBIYAH AND TEACHERS TRAINING FACULTY  
INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2018**



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**2018**

Term : Thesis

Padangsidimpuan, September 2018

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*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Mayang Purnama Sari Sitompul**, entitled "**THE CORRELATION BETWEEN INTRINSIC MOTIVATION AND STUDENTS' MORPHOLOGICAL MASTERY OF SIXTH SEMESTER IAIN PADANGSIDIMPUAN**". 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.

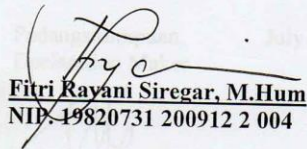
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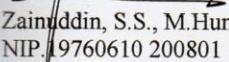
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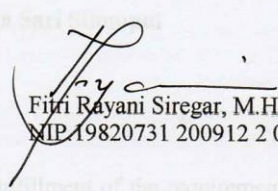
  
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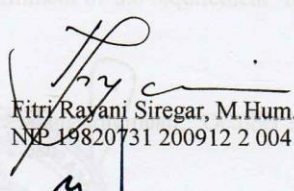
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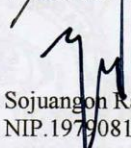
  
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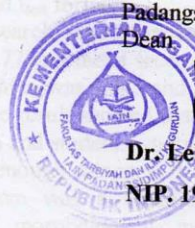
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Padangsidimpuan, August, 18<sup>th</sup> 2018  
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### **ABSTRACT**

This research discussed about the correlation between intrinsic motivation and students' morphological mastery of sixth semester IAIN Padangsidempuan. The students problems in this research were: 1) Students have low motivation in learning English. So, it makes students have less enthusiasm when the teacher gives the material, 2) They have lack of morphology mastery in English learning process, 3) in English education of IAIN Padangsidempuan all of students must learn the spesific subject like morphology. So, some of students don't like about it. The aim of this research was to verify the correlation between intrinsic motivation and students' morphological mastery of sixth semester IAIN Padangsidempuan.

The kind of this research was quantitative research with correlation method. The population of this research was the sixth semester of IAIN Padangsidempuan where they were three classes. Then, the sample of this research was 36 students from population were chosen by using simple random sampling. To collect the data, the researcher used questionnaire to know students' intrinsic motivation and used test to know students' morphological mastery. To analyze the data, the researcher used the product moment and  $t_{test}$  formula.

At the result of this research, the researcher found that mean score of students' intrinsic motivation was 54.77 and mean score of students' morphological mastery was 66.5. Beside, the score of  $r_{xy}$  was 0.445 and  $r_{table}$  was 0.329. So,  $r_{count}$  was higher than  $r_{table}$  ( $0.445 > 0.329$ ). The result showed that there was a significant correlation between intrinsic motivation and students' morphological mastery of sixth semester IAIN Padangsidempuan in enough category. It meant the hypothesis was accepted. It was concluded that there was a significant correlation between intrinsic motivation and students' morphological mastery of sixth semester IAIN Padangsidempuan in enough category.

***Keywords:*** *Intrinsic Motivation, Morphological Mastery*

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

English is one of important language which is studied by students at school, collage, and university. English is very important in this globalization era, because English is one of human language in the world that has important role in communication. It has been international language and many people practice it human life. English is used in many sectors in our life such as, in economics, business, culture, information, technology, goverment, esepecially in education.

In Indonesia English as the foreign or second language. It has an important position in all levels of school in Indonesia. It is considered as one of compulsory subject since in the elementary scholls, junior high schools, senior high schools up to universities. The students have to master the materials based on the curriculum to determine wheter the students go to the next level.

In English curriculum there are four language skills that should be mastered by students in English, they are listening, speaking, reading, and writing. Listening and reading are the receptive skills while speaking and writing are the productive skills. In learning English, there are three English components they are grammar, vocabulary, and spelling. It has an important



position to supported the fourth skills in English language and make learning English correctly and well.

In mastering the fourth English skill, the students need something to encourage them. It can be coming from own self and from internal power as we called Motivation. Motivation is a determination possessed by a person to achieve what he or she wants. The determination it can be coming from own self and coming from the other people.

Motivation coming from oneself called by intrinsic motivation and the determination coming from other people called by extrinsic motivation. Intrinsic motivation is defined as a motivation for getting satisfaction or psychological needs rather than getting reward. Intrinsic motivation is born naturally. It can be coming from own self. Extrinsic motivation is defined as motivation coming from the other people such as from society, social media, and reward.

Motivation is an important factor in learning English as a foreign or second language successfully. It means students who have a high motivation in learning English will be easy to learn English without complaint and they learn diligently and they can improve their morphology mastery in learning English. Students who have low motivation will be different from those who have high motivation. Intrinsic motivation is motivation which come from own self. It is coming from inner power that encourage someone to do something without any obstacles et. al.

Intrinsic motivation is defined as a motivation for getting satisfaction or psychological needs rather than getting reward. Intrinsic motivation is born naturally. It means, someone who have own support to do what he or she wants without any association others. It also known as an important thing for education, because it results in high quality learning and creativity. The teachers do not need to force stuents for learning English because the students have own anxiety. Students who have intrinsic motivation in learning English activity will encourage themselfe to learn without external reward. Students will learn to study English seriously.

In university, especially for english students are required to learn morphology. They learn morphology as main component of language proficiency and provides much of the basic skill. Morphology is very important for english students in writing, and reading comprehension. Students who master morphology well may be able to getting a meaning of a text in reading comprehension. Students who have high morphology mastery will be easy to understand the meaning of a text and they can use it to comprehend about what are they have been read in a text.

Based on syllabus, the students have to learn some material about morphology such as suffix. The objectives of this material are:

1. For students can be mention the example of derivational and inflectional.
2. For students can be identify the example of derivational and inflectional.
3. Students can be mastery in derivational and inflectional.

Many efforts has been done by a teacher to increase students' English Motivation, begining from managing the classroom become comfortable, so students can focus in learning English, grouping the students to make them get more interaction with others, until using the various strategy in teaching English for fun English class.

Sometimes English learning process can not do succesfully. Students' English in morphology of sixth semseter in IAIN Padangsidimpuan is low. It is based on private interview and information from the students. Sahara says that while learning process run specially in morphology sometimes the students are not enthusiast in learning and are not participate in the learning process. They have difficulties to get the meaning in a text and they have difficultiest to modifying the words.<sup>1</sup> From the interview and information from the students, researcher describes that many students have problems in English learning process in morphology because of some problems below.

The first, the students have low motivation in learning English can be seen from learning process where the students have less enthusiasm when the teacher gives the material. The second, the students lack of morphology mastery in English learning process. They often have difficulties to identify the suffix in the word. It is because of still many morphology that can not master by students event the morphologies around them. The third, in English

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<sup>1</sup>*Private interview*, the students of sixth semester IAIN Padangsidimpuan (Tuesday at, 8<sup>th</sup> may, 2018, at 10 a.m.).

education of IAIN Padangsidimpuan all of students must learn the specific subject like morphology. Some of them don't like about it. So, from it's explanation some of them have not intrinsic motivation to learn morphology.

Based on the problems above the researcher argues that building and using intrinsic motivation in teaching morphology make the students' morphology will be improved their motivation in learning process and students become more curious and interested to master in morphology. The students also enjoy to accomplish morphology task and competend as they learn. Students who have motivation especially in intrinsic motivation will be dilligent and students learn to study English seriously. As Mitra Alizadeh finding, she found that motivation has a very important role in learning English as a foreign or second language successfully.<sup>2</sup> Besides Woolfolk states that in schools, intrinsic motivation are important. Many activities are, or could be, interesting to students. Teaching creates intrinsic motivation by stimulating the student's curiosity and making them feel more competent as they learn.<sup>3</sup> Therefore, the motivation is a good thing to research to know its impact to everyone.

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<sup>2</sup>Mitra Aizadeh, "The Impact of Motivation on English Language Learning", on *International Journal of Research in English Education*, Volume 1, No.1; 2016, November 18, 2016, retrieved from [www.ijreeonline.com](http://www.ijreeonline.com) on september 26<sup>th</sup> 2017, taken from <http://ijreeonline.com/article-1-23-en.pdf>.

<sup>3</sup>Anita E. Woolfolk, *Educational Pshychology*,(USA : Prentice Hall, 1990), p. 303.

Based on statements above, the researcher wants to know and do a reserach about the correlation between intrinsic motivation and students' morphology mastery of sixth semester at IAIN Padangsidimpuan.

### **B. Identification of the Problem**

Based on background of the problem there are some factors that influence students in morphology mastery. Those are the students have low motivation in English learning process, the students have low in morphology, the students often difficulties when the teacher asks and evaluates the students about lesson, the students are difficult to get the meaning in English text, the students get bored and confused while trying to modifying the word (suffix).

### **C. Limitation of the Problem**

Based on the problems in the identification above, the researcher limited the problem on low motivation of the students in learning English. The researcher want to search the relationship between intrinsic motivation and students' morphological mastery. An accordance to morphology mastery, it is limited on modifying the word (suffix).

### **D. Defenition of Operational Variables**

Based on the title of thesis, this research is consisted of two variables, so that the defenitions of variables as follow:

1. Intrinsic motivation

Intrinsic motivation is motivation which come from own self. It is coming from inner power that encourage someone to do something without any reward.

2. Morphology mastery

Morphology mastery is study about how words are sructured and how they are put together from smaller parts. In other explanations, morphology defined as the branch linguistics studying how words are structured and how they are put together from smaller parts.

#### **E. Formulation of the Problem**

In conducting the researcher describes the formulation of the problems as follows:

1. How is the intrinsic motivation of sixth semester students at IAIN Padangdimpuan?
2. How is the morphology mastery of sixth semester students at IAIN Padangdimpuan?
3. Is there any significant correlation between intrinsic motivation and morphology mastery of sixth semester students at IAIN Padangdimpuan?

#### **F. Purpose of the Research**

Based on above formulation of the problems, the researcher determined that the purpose of the researcher can be stated as follows:

1. To examine the intrinsic motivation of sixth semester at IAIN Padangsidempuan.
2. To examine the morphology mastery of sixth semester at IAIN Padangsidempuan.
3. To examine the significant correlation between intrinsic motivation and morphology mastery of sixth semester at IAIN Padangsidempuan.

#### **G. Significances of the Research**

The result of the research was expected to be used for:

1. The result of the research can contribute useful information for the future classroom research with the similar problem of students' motivation.
2. For the English Teacher

This research can give additional contribution to English teachers in growing students' motivation especially in learning English.

3. For the Researcher

This researcher can give additional information for other researchers to do a further research.

#### **H. The Thesis Outline**

The systematic of this research were divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

The first chapter consists of introduction; background of the problems, identification of the problems, limitation of the problems, formulation of the problems, purposes of the research, significances of the research, and thesis

outline. This research is expected to be useful at least three domains, they are for the science of education, students, and for the next researchers.

The second chapter consists of theoretical descriptions; review of related findings, conceptual framework, and hypotheses. In this research, researcher has hypothesis that the significant correlation between intrinsic motivation and students' morphological mastery of sixth semester Iain Padangsidimpuan.

The third chapter consists of the research methodology; place and time of the research, research design, population and samples, definition of operational variables, instrument of research, validity and reliability of instrument, techniques of collecting data, and techniques of analysis data.

The fourth chapter consists the result of research; description data, hypotheses of testing, discussion of result, and limitation of research.

Finally, in the fifth chapter consists of conclusion and suggestion.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Intrinsic Motivation

###### a. Definition of Intrinsic Motivation

Motivation has been a familiar word in education. Motivation is something that make someone interest to do anything. Woodworth states that a motivation is a set predisposes the individual of certain activities and for seeking certain goals.<sup>1</sup> Motivation is usually defined as something that energizes and directs behavior. Motivation process by which behavior is initiated and directed toward a goal.<sup>2</sup> So, it can be say that individual of certain activities influenced by motivation.

According to Anita E. Woolfolk intrinsic motivation is motivation that stems from factors like interest, curiosity, enjoyment. Intrinsic motivation is motivation associated with activities that are their own reward.<sup>3</sup> According to Richards and Schmidt intrinsic motivation is enjoyment of language learning itself.<sup>4</sup> It can be concluded that intrinsic motivation is a motivation that comes from own self.

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<sup>1</sup>Dimiyati Mudjiono, *Belajar dan Pembelajaran* (Jakarta : Rineka Cipta, 2009), p. 80.

<sup>2</sup>Anita E. Woolfolk, *Educational Psychology* (USA : Prentice Hall, 1990), p. 302.

<sup>3</sup>*Ibid*, p.302.

<sup>4</sup>Jack C. Richards and Richard Schmidt, *Longman* (London : Pearson Education Limited, 2002), p.343.

Intrinsic motivation is a motivation coming from inner power that encourage someone to do something. Intrinsic motivation are inherent in the learning situations and meet pupil-needs and purpose.<sup>5</sup> Intrinsically motivated activities are ones for which there is no apparent reward except the activity itselef. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.<sup>6</sup> Therefore intrinsic motivation is a motivation which come from own self like interest, curiosity, enjoyment. It is associated with activities that are their own reward.

#### **b. The Essential of Intrinsic Motivation**

Intrinsic motivation is important for teacher and students. There are some essential of intrinsic motivation for teacher and students:

- 1) Teachers are enablers, not rewarders. Therefore, when you teach focus less on how to administer immediate or tangible rewards and more on how to get students to tune in to their potential and to be callenged by self determined.
- 2) Learners need to develop autonomy, not dependence. Therefore, becareful not to let learners become dependent on your daily praise and other feedback. Rather, administer praise selectively and judiciously, helping students to recognize their own self satisfaction in having done something well.
- 3) Help learners to take charge of their own learning through setting some personal goals and utilizing learning strategies.

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<sup>5</sup>Sardiman, A.M., *Interaksi dan Motivasi Belajar Mengajar* ( Jakarta : Rajawali Pers, 2011), p. 91-92.

<sup>6</sup>H.Douglas Brown, *Teaching principles An Interactive Approach to Language Pedagogy* (USA : Prentice Hall, 1994), p. 38.

- 4) Learner centered, cooperative teaching is intrinsically motivating. Therefore, give students opportunities to make choices in activities, topics, discussions, etc.
- 5) Content based activities and courses are intrinsically motivating. Therefore, you might strive to focus your students on interesting, relevant subject matter content that gets them linguistically involved with meanings and purposes and less so with verbs and prepositions.
- 6) Test, with some special attention from the teacher, can be intrinsically motivating. Allowing some student input to the test, giving well thought out classroom tests that are face valid in the eyes of students, giving narrative evaluations.<sup>7</sup>

So, the essential of intrinsic motivation for teacher and students are teachers are enablers, learners need to develop autonomy, learners take charge of their own learning, learner centered, cooperative teaching.

Meanwhile, there are some essentials of intrinsic motivation for teacher:

- 1) Growing up students spirit in learning.
- 2) To know and to comprehend a various students motivation.
- 3) To help teacher to choose one of role, as a facilitator, instructor, advisor, etc.
- 4) As a chance for teacher "showing action" in pedagogic.
- 5) To maintain the curiosity of students.
- 6) Using a variety of interesting ways of presenting.<sup>8</sup>

So, intrinsic motivation is very essential for teacher to teach the students.

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<sup>7</sup>*Ibid*, p.43-44.

<sup>8</sup>Robert E. Slavin, *Educational Psychology : Theory and Practice* (Jakarta: Pearson Education, 2009), p. 122-123.

Anita E. Woolfolk identified that there are three needs basics the construct of intrinsic motivation for students :

- 1) Interest
- 2) Curiosity
- 3) Enjoyment<sup>9</sup>

Based on some definitions above there are some essential of intrinsic motivation weather for teacher, students, and generally for teacher and students.

### c. **Function of Intrinsic Motivation**

A succesful learning depends on students learning motivation. Motivation has important role to encourage students spirit in learning. There are three functions of motivation:

- 1) As an activator to do something.
- 2) Deciding deed direction
- 3) Select the activity.<sup>10</sup>

From Jhon Mark Froiland, et. al on their journal, intrinsic motivation has some functions:

- 1) Students can set goals far into the future.
- 2) Students find more satisfaction in their goal oriented behaviors.

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<sup>9</sup>Anita E. Woolfolk, *Educational Pshychology* (USA : Prentice Hall, 1990), p. 303.

<sup>10</sup>Sardiman, A.M., *Interaksi dan Motivasi Belajar Mengajar* ( Jakarta : Rajawali Pers, 2011), p. 85.

- 3) Students are intrinsically motivated to learn more, exhibit better behavior, are happier and aspire to contribute the betterment of society.
- 4) The students have a greater sense of well being and are more engaged in the classroom because they understand the inherent benefit education.<sup>11</sup>

Based on Omrod there are several functions of intrinsic motivation:

- 1) Giving direction for certain purpose.
- 2) Encourage the people to do.
- 3) To increase activity initiation.
- 4) To increase efforts and energy in learning.
- 5) To influence students cognitive process.
- 6) To increase students performance.<sup>12</sup>

From combining explanation above it can be concluded that there are three functions of intrinsic motivation: as an activator in doing something, deciding deed direction, select the activity, increasing efforts and energy in learning, to influence students cognitive process and to increase students performance.

On this discussion researcher limits the purpose of intrinsic motivation into three points. The first as an activator in doing something, it means that motivation as an activator for everything that we will do, to increase effort and energy in learning and to increase activity initiation. The second deciding deed direction, it

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<sup>11</sup>Jhon Mark Froiland, et. al, *Intrinsic Motivation to Learn: The Nexus between Psychological Health and Academic Succes* ( University of Northen Colorado: McKee Hall, 2012), p. 97.

<sup>12</sup>Jeanne Ellis Ormrod, *Psikologi Pendidikan* (Jakarta : Erlangga, 2009), p. 58.

means that motivation can give a direction of what will we do base on the purpose, to decide whether motivation as support punishment. The third is select the activity. It means that students can select the activity that they will do and leave activity that useless.

#### **d. Principle of Intrinsic Motivation**

There is no one who study without motivation. Motivation means encouragement that comes from someone by conscious or un conscious to do something with the certain purposes. There are some principles of motivation:

1. Motivation is basic of learning activity.
2. Motivation creates learning achievement.
3. Motivation builds lerning optimism.
4. Motivation such a reward is better than punishment.
5. Motivation has a big relation with learning needs.
6. Intrinsic motivation dominantly influenced than extrinsic motivation.<sup>13</sup>

Those are the principles of motivation. Besides there are some principle of intrinsic motivation, they are:

1. Reveals clear expectations
2. To help students on determine their suggestion
3. To help students to growing their curiosity
4. To help students to maintain their wishes
5. Using the varieties presenting in the class<sup>14</sup>

From explanation above it can be conclude that intrinsic motivation has some principles: motivation is basic of learning

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<sup>13</sup>Syaiful Bahri Djamarah, *Psikologi Belajar*, ( Jakarta : Rineka Cipta, 2011), p. 152.

<sup>14</sup>Robert E. Slavin, *Educational Psychology : Theory and Practice* (Jakarta: Pearson Education, 2009), p. 122-124.

activity, intrinsic motivation dominantly influenced than extrinsic motivation, motivation coming from own self is better because we don't need incentives or punishment to make us work because the activity itself is rewarding. We enjoy the task or the sense of accomplishment that it brings.

**e. Factors that Influence Intrinsic Motivation**

There are three factors that influence intrinsic motivation, they are interest, curiosity, and enjoyment. The explanation can be seen as follows:

1) Interest

Interest is the feeling that you have when you want to know or learn more about something.<sup>15</sup> Interest is correlated to deeper learning action, like memory of main idea and respond to more difficult questions if it is compared to beginning learning, like respond to simple questions and memory of word by word of a text.<sup>16</sup> So, interest is a feeling or emotion that causes attention to focus on an object, event, or process.

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<sup>15</sup>A S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2015), p. 783.

<sup>16</sup>John W. Santrock, *Psikologi Pendidikan Edisi 3 Buku 2* (Jakarta Selatan: Salemba Humanika, 2009), p. 206.

## 2) Curiosity

Curiosity is another important aspect of motivation that teachers can stimulate and encourage.<sup>17</sup> Curiosity is a strong desire to know about something.<sup>18</sup> So, curiosity heavily associated with all aspects of human development, in which derives the process of learning and desire to acquire knowledge and skill.

## 3) Enjoyment

Enjoyment is the pleasure that you get from something or something that gives you pleasure.<sup>19</sup> Enjoyment is thought of as engagement in a challenging experience that either includes or results in a positive affective state. The students who want motivated in learning process, they should enjoy the learning process. So, someone will pleasure by enjoying something.<sup>20</sup>

So, interest, curiosity, and enjoyment intrinsically motivate someone to do something. Intrinsic motivation gives bigger influences for someone to get her or his ambition, so do in learning.

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<sup>17</sup>Anita E. Woolfolk, *Educational Psychology* (USA : Prentice Hall, 1990), p. 308.

<sup>18</sup>A S Hornby, *Oxford Advanced Learner's....*, p. 358.

<sup>19</sup>*Ibid*, p. 486.

<sup>20</sup>Anita E. Woolfolk, *Educational Psychology* (USA : Prentice Hall, 1990), p. 303.



## f. Types of Intrinsic Motivations

Intrinsic motivation divided to some types. Jhon W. Santrock states that there are four types of intrinsic motivations, they are self-determination, interest, optimal experience and full comprehension, and responsibility. The explanation can be seen as follows:

### 1) Self-determination

In this case the students believe that they do something because of their desire, it is not from external reward. When the students have a hard self-determination, their motivation will be improved and they have personal responsibilities in learning.<sup>21</sup> So, the students who have hard self-determination can be improved in learning.

### 2) Interest

Interest is the feeling that you have when you want to know or learn more about something.<sup>22</sup> Interest is correlated to deeper learning action, like memory of main idea and respond to more difficult questions if it is compared to beginning learning, like respond to simple questions and memory of word by word of a

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<sup>21</sup>John W. Santrock, *Educational Psychology* (Jakarta: Salemba Humanika, 2009), p. 205.

<sup>22</sup>A S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2015), p. 783.

text.<sup>23</sup> So, interest is a feeling or emotion that causes attention to focus on an object, event, or process.

### 3) Optimal experience and full comprehension

The relevant ideas is needed to comprehend intrinsic motivation. The optimal experience and full comprehension involve the feeling and deeper pleasure. Full comprehension describes optimal experiences, it is happens when someone develop their skill and when they do activity by full concentration.

### 4) Responsibility

Learning environment support students theoritically and responsibility. It is proposed to motivate students more dilligent and comprehend many ideas than doing task for getting the value or rank.<sup>24</sup> It means that responsibility is very important for students.

Based on explanations above, can be concluded that there are four types of intrinsic motivation, they are self determination, interest, optimal experience, full comprehension and responsibility.

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<sup>23</sup>John W. Santrock, *Psikologi Pendidikan Edisi 3 Buku 2*, (Jakarta Selatan: Salemba Humanika, 2009), p. 206.

<sup>24</sup>*Ibid*, p. 208.

### g. Advantages and Disadvantages of Intrinsic Motivation

Intrinsic motivation has advantages and disadvantages, below some advantages of intrinsic motivation:

- 1) To encourage the students to follow the lessons.
- 2) To minimize feeling bored when they have lack motivation in learning process.
- 3) Helps students to find their dreams.
- 4) To cultivate an attitude optimism in students self.
- 5) To teach students not to be easily discouraged.
- 6) To encourage the students to have positive and optimism in their education.<sup>25</sup>

Meanwhile disadvantages of intrinsic motivation can be seen as follow:

- 1) Students have lack motivation in school specially in learning process.
- 2) Rewards can decrease the quality of learning process.
- 3) Rewards maintain students action or spirit in short time. After getting the rewards students will back to unmotivated one.<sup>26</sup>
- 4) If teacher can not choose a suitable types of intrinsic motivation it will make students learn lazier and dont have optimism in education.
- 5) A bad types of intrinsic motivation make students can not wait the achievement and finally bget bored.

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<sup>25</sup>Robert E. Slavin, *Educational Psychology : Theory and Practice* (Jakarta: Pearson Education, 2009), p.124.

<sup>26</sup>Fahmy Alaydroes, *Menumbuhkan Motivasi belajar siswa*, <http://pendidikan-umat.blogspot.co.id/2008/01/menumbuhkan-motivasi-belajar-siswa.html?m-1>, accessed on Thursday, 29<sup>th</sup> December 2016, at 3.50 p.m.

6) Students will be easy get saturated.<sup>27</sup>

Therefore, intrinsic motivation not only has advatages, but also disadvantages.

#### **h. Characteristic of Students who has Intrinsic Motivation**

Interseted and motivated can be as the first vision of learning progress, because the students are interested and motivated those will make them ready to receive the learning as well as as possible and also give a good feedback. When it happened, the goals of the learning have been reach and successful.

Hamzah B. Uno in Agus Suprijono book states that the characteristics of the students who motivated in learning as follow:

- 1) There is willing and wanting of success.
- 2) There is drive and need in learning.
- 3) There is appreciated in the learning.
- 4) There is good learning environment that makes the students can learn well.<sup>28</sup>

Besides, Anita E.Wolfolk states that the characteristics of intrinsic motivation are:

- 1) Students have interest in learning.
- 2) Students have curiosity in learning.

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<sup>27</sup>Syaiful Bahri Djamarah, *Psikologi Belajar*, ( Jakarta : Rineka Cipta, 2011), p. 152.

<sup>28</sup>Agus Suprijono. *Cooperative Learning: Teori dan aplikasi paikem*, (Yogyakarta: Pustaka Pelajar, 2012), p. 163.

3) The students enjoyment in learning process.<sup>29</sup>

It can be concluded that there are seven characteristics of someone who has intrinsic motivation. They are interest on students, curiosity, enjoyment, positive and optimism, enjoyment of learning, feelings of competence, and self determination on students.

## 2. Morphology Mastery

### a. Definition of Morphology Mastery

Morphology is the study of morphemes and their arrangements in forming words. Matthews states that morphology is a branch of linguistics which concern with the forms of words in different uses and construction.<sup>30</sup> Morphology define as the branch linguistics studying how words are structured and how they are put together from smaller parts. While Booij says that morphology is the sub disclines of linguistics that deals with such pattern.<sup>31</sup> So, the arrangement of words can not be separated from morphology.

The term morphology comes from the Anciant Greek word *morpheme* which means “form” and *logos* which means “science”. Since the dominant term of form in linguistics referred to the form of word, morphology is therefore the science of form of words. Morphology is the branch of linguistics studying the structure of word. Morphology is called the study of morphemes and their different forms (allomorphs) and they way they combine in word formation. Morphology is the branch of

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<sup>29</sup>Anita E. Woolfolk, *Educational Pshychology* (USA : Prentice Hall, 1990), p. 303.

<sup>30</sup>P.H. Matthews, *An Introduction the Theory of Word Structure*, (New York: Cambridge University Press, 1974), p. 1.

<sup>31</sup>Geert Booij, *The Grammar of Words*, (New York: Oxford University Press, 2005), p. 4

linguistics studying how words are structured and how they are put together from smaller parts.<sup>32</sup>

Mastery is great knowledge about understanding of a particular thing.<sup>33</sup> So, morphology mastery is knowledge about word and how the word formation. Additionally, it discusses about morphemes, in which it is a meaningful linguistics that contains no smaller meaningful units. It like word “book” that from two morphemes “book” and “-s”. *Books* is a lexical morpheme and –s is a grammatical morpheme.

#### **b. Suffix**

Suffix is used either to form new words or show the function of a word. So, suffixation refers to placing of a bound morpheme (suffix) at the end of a word. Robert states that suffix are the affixes which are added to the end of a word. The English suffix –s shows the grammatical information of plural: *chair – chairs*.<sup>34</sup> Suffix are the edding of the bound morphemes to the end of a base. Then, suffix are much less easy to group on a semantic basis than are prefix. Most suffixes change words from nouns to verb, adjectives to verb, and so forth.<sup>35</sup> Yule states that suffix are affixes have to be added to the end

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<sup>32</sup>Robert Sibarani, *An Introduction Morphology*, (Einburgh University Press, 2002), p. 1.

<sup>33</sup>A S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2015), p. 1662.

<sup>34</sup>Robert Sibarani, *An Introduction Morphology*, (Einburgh University Press, 2002), p. 31.

<sup>35</sup>Evelyn Hatch and Cherly Brown, *Vocabulary, Semantics, and language education*, (New York: Cambridge University Press, 1995). P 275.

of the word.<sup>36</sup> So, from explanation above suffix is the adding of affixes in the end of case or root of word that can be change the meaning and part of speech such as (slow-slowly). It is from adjective to adverb.

Then, suffixes that change the class of word will explain below:

- 1) Noun suffix, after suffixes are added, many nouns remain as nouns but the meaning changes. Here are a few typical noun suffixes with words that exemplify them: *-age, -ana/ iana, -ance/ ence, -action/ -tion/ -sion, -cide, -cracy, -crat, -dom, -ee, -er/ -or/ -ar, -cry, -ess, -ette, -hood, -ics, -ide, -ism, -ist, -ite, -itis, -ity, -let, -ling, -logy, -ment, -ness, -ory, -osis, -ship, -ster, -th, -tude, -ure, -y, -gamy, -gram, -graph, -logue, -man, -mania, -metere, -monger, -philia, -phobia, -phone, -scape, -scope, -sphere, -worth.*
- 2) Adjective suffixes, adjectives can be changed to nouns by a variety of suffixes. Here are most common suffix and words that exemplify them: *-able/ ible, -al, -ative, -er, -ese, -esque, -est, -ial/ al, -ical, -ish, -ive, -less, -ous, -y, -fold, -form, -like, -most, -some, -worthy.*
- 3) Verb suffixes, there is a much larger group of affixes that changes verbs to nouns. Here are some a few common ver suffix with word that exemplify them: *-en, -ify, -fy, -ise, -ize.*
- 4) Adeverb suffixes, adverb can be derived from adjectives using *-ly (quickly, strangely)*, or they can be derived from nouns with *-wise (length-wise).*<sup>37</sup>

So, there are many suffixes that change the class of word and the meaning of the base or root of word. For example, the word *write + -er* become *writer*. The word *write*, is a verb, with addition suffix *-er* that change the class of word become a noun. That's why derivational that important for studyin because we must know the

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<sup>36</sup> George Yule, *The Study of Language*, (New York: Cambridge University Press, 2012), p. 68.

<sup>37</sup> *Ibid.*, p. 275.

process of forming of word. Sometimes there is a word that we can not put reckless about affixes. So, from studying morphology we can know about it.

**c. The Examples of Suffix**

As the explain before that uffixes can be change the class of word. The suffix that change the class of word it can be seen fro the example below:

1) Noun suffix

**Tabel 1**  
**Noun suffix**

No	Word	Suffix	Noun suffix	Meaning
1	Fiend	-ship	Friendship	Persahabatan
2	Human	-ity	Humanity	Perikemanusiaan
3	King	-dom	Kingdom	Kerajaan
4	Develop	-ment	Development	Perkembangan
5	Inform	-ation	Information	Penerangan
6	Major	-ity	Majority	Kelebihan
7	Communist	-ism	Communism	Komunisme
8	Act	-or	Actor	Pemain/ pelaku
9	Write	-er	Writer	Penulis



10	Child	-hood	Childhood	Masakanak- kanak
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## 2) Adjective suffixes

**Tabel 2**  
**Adjective suffix**

No	Word	Suffix	Adjective	Meaning
1	Tall	-er	Taller	Lebih tinggi
2	Big	-est	Bigest	Lebih besar
3	Qualy	-ative	Qualitative	Kualitataif
4	Japan	-ish	Japanish	Jepang
5	Poison	-ous	Poisonous	Berbisa
6	Spech	-less	Spichless	Terdiam
7	Bush	-y	Bushy	Tebal
8	Child	-hood	Childhood	Kekanak- kanakan
9	Blame	-worthy	Blameworthy	Mersa bersalah
10	God	-like	Goodlike	kedewasaan

## 3) Verb suffixes

**Tabel 3**  
**Verb suffix**

No	Word	Suffix	Verb	Meaning
1	Computer	-ize	Computerize	Mengkomputerkan
2	Quality	-fy	Qualify	Merubah
3	Valid	-ate	Validate	Mensyahkan

## 4) Adeverb suffixes

**Tabel 4**  
**Adverb suffix**

No	Word	Suffix	Adverb	Meaning
1	Hard	-ly	Hardly	Susah
2	Exact	-ly	Exactly	Persis
3	Soft	-ly	Softly	Lembut
4	Length	-wise	Lengthwise	Memanjang

## B. Review of Related Findings

There are some review of related finding towards this thesis as follows:

Sarwat Mubeen did research about The Measurement of Motivation with Science Students. Based on this journal, the researcher concludes that motivation is highly multi-variate and that no simple factor structure is to be expected. It is also argued that, with ordinal data, following no prescribed pattern of distribution, only non-parametric statistics are appropriate.<sup>38</sup> The traditional approaches are statistically incorrect and, as a result, will often miss key insight.

Mitra Alizadeh did research about The Impact of Motivation on English Language Learning. Based on this journal, the researcher concludes that motivation has a very important role in learning English as a foreign or second language successfully.<sup>39</sup> It means motivation impact English language learning.

Due to the previous research the researcher concludes that the motivation has a correlation to learning process. So do intrinsic motivation. It has a correlation to students' morphology mastery.

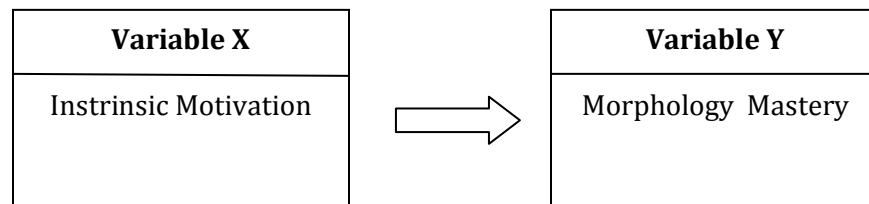
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<sup>38</sup>Sarwat Mubeen, The Measurement of Motivation with Science Students, European Journal of Educational Research, Vol. 3., 2014, p. 129-144 Accessed from <http://www.eurojedu.com> . Retrieved on Tuesday September 26<sup>th</sup> 2017 at 9.50 a.m., taken from <https://files.eric.ed.gov/fulltext/EI1086038.pdf>

<sup>39</sup>Mitra Alizadeh, The Impact of Motivation on English Language Learning, International Journal of Research in English Education, Vol. 1, No. 1; 2016, p. 11 Accessed from [www.ijreeonline.com](http://www.ijreeonline.com) Retrieved on Tuesday September 26<sup>th</sup> 2017 at 9.50 a.m., taken from <https://ijreeonline.com/article-123-en.pdf4>.

### C. Conceptual Framework

Intrinsic motivation is one of kind of English achievement factors that comes from inside of students. Intrinsic motivation is internal drive of students to get what students want or need. Intrinsic motivation has an important role in-successfulness of students. It means intrinsic motivation has a big role in increasing or decreasing students' morphology mastery. If students want to have a good morphology mastery, the students have to be supported by many things surround them. Students have to be given a good kind of intrinsic motivation. By having it, students will have an interested in learning something especially in English. Oppositely if kind of intrinsic motivation that has been given is not suitable with students need, it will give bad effect in students learning process. The systematic relation pictured as below:



Based on the explanation above, the researcher can make one assume that intrinsic motivation really gives important effect in students morphology mastery.

#### D. Hypothesis

The hypothesis has purpose to answer a certain specific question. According to Suharsimi Arikunto, “hypothesis is a provisional answer of result problem in research”.<sup>40</sup> Meanwhile, according to L.R Gay Peter Airaisan, “hypothesis is a tentative prediction result of the research finding”.<sup>41</sup> So that, it can be concluded that hypothesis is a tentative answer or prediction for the result of research that we do.

Based on above explanation the researcher formulates the hypothesis as follow :“There is a significant correlation between intrinsic motivation and students’ morphology mastery of sixth semester IAIN Padangsidempuan”.

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<sup>40</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : Rimeka Cipta, 2006 ), p. 71.

<sup>41</sup>L.R Gay and Peter Airaisan, *Educational Research for Analysis and Application*, (America : Prentice Hall, 1992 ), p.71.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Place and Time of the Research

The location of the research has been conducted at IAIN Padangsidimpuan. It is located at Jl. H.T. Rizal Nurdin No. KM. 4.5, Sihitang, Padangsidimpuan Tenggara, kota Padangsidimpuan, Sumatera Utara. The time of this research has been conducted from June until August 2018.

#### B. The Research Design

The kind of this research is quantitative research where the method is correlation method. L.R Gay said that quantitative research is based on the collections and analysis of numerical data, usually obtain from questioneres, tests, checklist and other formal paper and pencil instruments.<sup>1</sup> While, correlation research is attempted to determine whether and to what degree the correlation exist between two or more variables.<sup>2</sup> At correlation research, the data have been collected and analyzed by used statistical analysis to get the real result.

From the explanation above, the rsearcher concluded that the correlation research is to find out the correlation between two or more variables and to what degree the correlation exist between them by statistical analysis.

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<sup>1</sup>R Gay and Peter Airaisan, *Educational Research...*,p.8.

<sup>2</sup>Ibid, p. 12.

## C. Population and Sample

### 1. Population

Population is all of the subject of research. According to Sumanto, “population is all of the subject in region research that is made into the subject of research”.<sup>3</sup> It means the population of this research is the whole of the students at sixth semester students of IAIN Padangsidempuan.

The population of the research consist of 3 classes with 89 students. It can be seen from the table below:

**Table 5**

#### **The Population of Research**

<b>No</b>	<b>Class</b>	<b>Total</b>
1	TBI – 1	34
2	TBI -2	34
3	TBI -3	21
	<b>Total</b>	<b>89</b>

(Source : data of students IAIN Padangsidempuan)

### 2. Sample

Sample is the small group that is observed. It selected from a larger group which consists of the individuals, items or events and referred to as a population. A Sample is a portion of population.<sup>4</sup> According to L. R. Gay and Airisn that “Sample is a number of individuals for a study in such a way that they represent the larger group

<sup>3</sup>Sumanto, *Teori dan Aplikasi Metode Penelitian*, (Jakarta : CAPS, 2014 ), p.159.

<sup>4</sup>Donald Ary, et al., *Introduction to Research*....., p. 148.

from who they were selected.<sup>5</sup> So, sample is a portion of population that was selected as respondent in the research. The researcher used simple random sampling technique to select the respondent from the population. The researcher used simple random sampling technique because of all the sample has the same chance to be chosen and it is the best single way to obtain a representative sample. This research used lottery technique to take the sample. All the members of population was written in a small paper based on member of each classroom. After that researcher selected the members randomly from each class where the number of members was selected are 40% from population. The sample of this research were as follow:

**Table 6**  
**The Sample of the Research**

<b>No</b>	<b>Class</b>	<b>Total Person</b>	<b>Samples 40% From Total Persons</b>	<b>Rounded</b>
1	TBI -1	34	13.6	14
2	TBI -2	34	13.6	14
3	TBI -3	21	8.4	8
	<b>Total</b>	<b>89</b>	<b>35.6</b>	<b>36</b>

#### **D. Instrument of the Research**

Instrument is very important to support every research. This research makes questionnaire and documentation as the instrument to collect data. The instrument is chosen by researcher to collect the data in order to make research becomes systematically and easier. In this case, in order to get the data of this research, the

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<sup>5</sup>L.R Gay and Peter Airaisan, *Educational Research.....*,p. 121.



researcher prepared the available instrument. There are two instruments, they are questionnaire and test.

### 1. Questionnaire

Questionnaire is information about a particular issue of interest. The questionnaire is used to get information about learning motivation in speaking achievement. There are seven basic question types, they are quantity or information, category, list or multiple choice, scale, ranking, complex grid or table, and open-ended.<sup>6</sup> The type of questionnaire that used in this research is scale, it is Likert Scale. The Likert –type scale response is level of frequency, in which there are five of alternative answer and score in using positive form ; always = 5, often = 4, sometimes = 3, seldom = 2 and never = 1.<sup>7</sup> So, there are five types for scoring the questionnaire.

In continuation, each item of the questionnaire is developed from indicators that has been described in the following below:

**Table 7**  
**Indicators of Intrinsic Motivation ( Variable X )**

No	Indicator	Sub Indicator	Number of Questionnaire	Total of Questionnaire
1.	Intrinsic Motivation	Interest	3, 7, 8, 9, 10, 14, 15, 16, 17, 21	10
		Curiosity	3, 4, 5, 6, 11, 12, 13, 18, 19, 20	10

<sup>6</sup>Lorain Blaxter, et. al., *How to research* (Buckingham: Open University press, 2001), p. 179.

<sup>7</sup>Werge M. Vagias, Likert – Type scale response anchors, (<http://www.clemson.edu/centers-institutes/tourism/documents/sample-scales.pdf>), accessed at October 7<sup>th</sup> 2016 retrieved on 10.00 wib.

		Enjoyment	1, 22, 23, 24, 25, 26, 28, 29, 30	10
	<b>Total</b>	<b>30</b>		

## 2. Test

Test is one of a tool that contains a number of questions to measure the ability, knowledge, and intelligence. Brown states that a test in plain words as a method of measuring a person's ability or knowledge in a given domain.<sup>8</sup> Test is a set of stimulus presented to an individual in order to elicit responses on the basis of which a numerical score can be assign.<sup>9</sup> So, Test is a set of question to measure students' ability.

The Researcher used multiple choicetest to know students' morphology mastery. The researcher made 50 questions to do the test validity in other students sample of this research.<sup>10</sup> Each item has two score and the total of score for all question to be 100 score.

**Table 8**

### **The Indicators of Test**

<b>No</b>	<b>Indicator</b>	<b>Items</b>	<b>Number of items</b>	<b>Score</b>	<b>Total score</b>
1	Students are able	15	1, 3, 4, 8, 9,	2	30

<sup>8</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (United State Of Francisco State University, 2004), p. 384.

<sup>9</sup>Donald Ary, et al., *Introduction to Research.....*, p. 201.

<sup>10</sup>Silabus, "Bahasa Inggris-Wajib MTs Kelas VII", Kurikulum 2013, Accessed from [www.jagoanbahasainggris.com](http://www.jagoanbahasainggris.com), Retrieved on Saturday, October 21, 2017.

	to master suffix noun		10, 12, 16, 23, 26, 27, 28, 33, 38, 40		
2	Students are able to master suffix adjective	15	2, 5, 13, 14, 17, 20, 22, 24, 29, 32, 36, 37, 39, 41, 42	2	30
3	Students are able to master suffix verb	10	6, 7, 11, 15, 18, 19, 30, 31, 43, 44	2	20
4	Students are able to master suffix adverb	10	21, 25, 34, 35, 45, 46, 47, 48, 49, 50	2	20
<b>TOTAL</b>					<b>100</b>

### E. The Validity and Reliability of Instruments

Validity is a tool that used to measure the test. Sugiono explains that validity is an instrument that used to measure what will be measured.<sup>11</sup> In this research, the researcher used multiple choice test to test students' morphology mastery in morphology. To proof the test became valid, the researcher applied construct validity to know whether the

<sup>11</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2006), P. 34

instrument is valid or not. Construct validity is a test validity based on the judgment of experts.

#### **F. The Techniques of Data Collection**

Data collection is the process of how to collect the data by researcher. To get the data from the students, the researcher gave test sheet to know students' morphological mastery report and giving questionnaire sheets to know students' intrinsic motivation. There are some steps on collecting the data. The First, the researcher met the lecturer of morphological subject at IAIN Padangsidempuan for asking about morphological problems in class and to get permission. Second, researcher went to the class. Third, the researcher asked attention and participation to students. Then, the researcher gave the test. There are some procedures of the data, they are: a. the question and answer sheet are distributed, b. the researcher read the instruction and explained how to do test, c. the researcher gave time for doing the test, d. the researcher collected the answer sheet after the students doing the test. The process of data collection explained as follow:

##### **1. Giving questionnaire**

The Researcher gave the questionnaire firstly to find the information about the motivation of participant in morphological subject and to see the degree of participant in intrinsic motivation. Before filling the questionnaire, the researcher gave the explanation and instruction about what the students should be do with the questionnaire.

## 2. Giving test

The researcher give the test secondly to find the students' intrinsic motivation in morphological mastery report. The results of the test determine acceptance and rejection of the hypotheses.

### G. The Techniques of Data Analysis

After the process of data collection, the researcher analysis the data by using quantitative data. Analysis data means the process of calculating and managing systematically of the data was done by the researcher. In quantitative research the most suitable analysis is using the statistical process and with following steps.

1. Identify and corrected the answer the subject research from the test and questionnaire.
2. Use descriptive statistic to arrange and to categorize the score of variable X and Y. It is the second ways of presenting the data analysis. The ways are by using mean, median and modus.

According to Sugiyono, the three formulas above will be explained below:<sup>12</sup>

- a. Know the mean (average) score used the formula:

$$M(x) = \frac{\sum fx}{N}$$

- b. Know the median score used the formula:

$$Me = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) xi$$

- c. Know the modus of score used the formula:

$$Mo = \ell + \left( \frac{fa}{fa+fb} \right) xi \quad \text{atau} \quad Mo = U - \left( \frac{fb}{fa+fb} \right) xi$$

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<sup>12</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung : Alfabeta ,2008 ), p. 80-84.

**Table 9**  
**The Table Interpretation of Means Score<sup>13</sup>**

No.	Interval	Predicate
1	80-100	Very good
2	60-79	Good
3	50-59	Enough
4	40-49	Less
5	0-39	Fail

### 3. Identify the Normality Test

Normality test is used to know whether the data of research is normal or not. To know the normality, the researcher used *Chi-Square* formula. The formula is as follow:<sup>14</sup>

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

**Where:**

$X^2$  = Value of Chi-Square

$F_o$  = Observed Frequency

$F_e$  = Expected Frequency

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<sup>13</sup>Oemar Hamalik, Teknik Pengukur dan Evaluasi Pendidikan (Bandung: Mandar Maju, 1989), p. 122.

<sup>14</sup>Donald Ary, et al., *Introduction to Research* .....p.188.

To calculate the result of *Chi-Quadrate*, it is used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-1). If result  $x^2_{\text{count}} < x^2_{\text{table}}$ , it can be concluded that data is distributed normal.

4. To know the correlation between variable X and Y was calculated by applying product moment formula. To know validities each question, it will be refer to list r product moment with  $\alpha=0,05$ . If r account  $>^r$  list question valid. The formula of Pearson Product Moment would be explained below:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

**Where :**

$r_{xy}$  = Coefficient Correlation between variable X and Y

$\Sigma X$  = The scores of variable X

$\Sigma Y$  = The scores of variable Y

$\Sigma XY$  = Product X dan Y

N = Total of sample<sup>15</sup>

5. To examine the significances variable X and Y was calculated by:

$$T = \frac{r_{xy}\sqrt{n-1}}{\sqrt{1-(r_{xy})^2}}$$

**Where :**

T = result of t-test

n = total of sample

$r_{xy}$  = coefficient correlation between x and y<sup>16</sup>

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<sup>15</sup>SuharsimiArikunto, *Manajemen Penelitian*,.....p. 167.

6. To know the contribution of coefficient correlation between variables X dan Y. It can be define The Formula Determinant Correlation:

$$Kp = r^2 \times 100\%$$

**Where :**

Kp = Determine Correlation

R = Coefficient Correlation<sup>17</sup>

The result should be appropriated with the interpretation to the index of product moment of correlation, the interpretation of the result can be seen in the following table.

**Table 10**

**The Table Interpretation of XY<sup>18</sup>**

<b>The value</b>	<b>Degree</b>
Between 0.00-0.199	Very low correlation
Between 0.20-0.399	Low correlation
Between 0.40-0.599	Significant correlation
Between 0.60-0.799	High correlation
Between 0.80-1.000	Very high correlation

<sup>16</sup>Supardi, et. al., *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press Jakarta, 2009), p.97.

<sup>17</sup>Ridwan, *Dasar-Dasar Statistika*, (Bandung: Alfabeta, 2010). p. 56.

<sup>18</sup>Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2007), p. 231.



## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

In this chapter, the researcher discussed the result of this research about the correlation between intrinsic motivation and students' morphological mastery of sixth semester IAIN Padangsidempuan. The researcher used the formula of product moment to analysis the data of students' intrinsic motivation and students' morphological mastery. The researcher data described as follow:

#### **A. The Description of Data**

The data described by sequence of variables, description of the research of result from variable (x) was intrinsic motivation, and variable (y) was morphological mastery. In this part, the researcher shown the result of score of both of the variable.

##### **1. Intrinsic Motivation**

After calculating the score, it was found that the highest score was 66 and the lowest score was 40. To complete this research data, the researcher also calculate the mean score was 54.77, the median score was 70.83, and the mode was 65.65 (see in Appendix VIII). Where mean was the score which represents the general value that was achieved by the students. Median was the middle score or score which divided a distribution of data into equal part and mode is a score which has the most frequency.

So, the resume score of variable x that was intrinsic motivation of sixth semester IAIN Padangsidempuan has been gotten as table below:

**Table 11**  
**The Resume of Variable Score of Intrinsic Motivation**

No	Statistic	Variable X
1	High Score	66
2	Low Score	40
3	Range	26
4	Interval	4
5	Mean score	54.77
6	Median score	70.83
7.	Mode	65.65

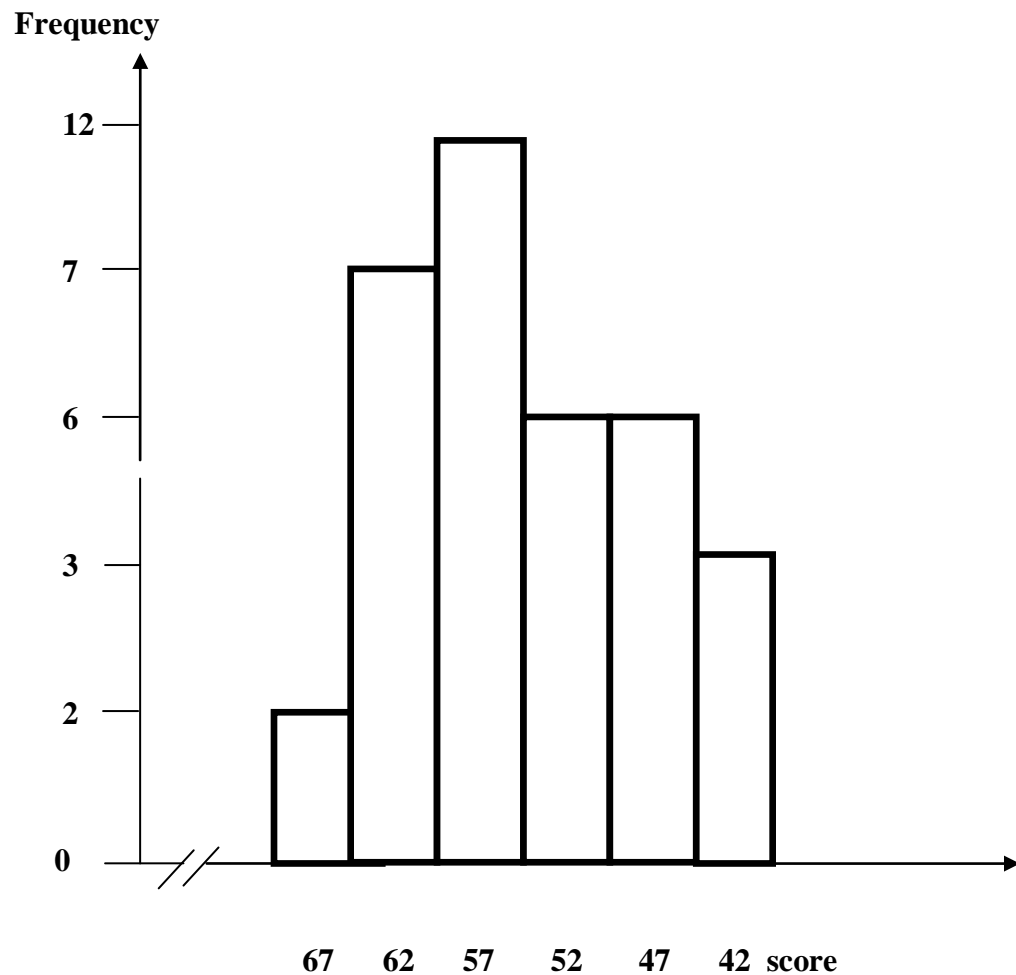
Based on the table above, it shows that mean is 54.77. It means that the students' intrinsic motivation in enough category. To know revelation of data was done to grouped the variable score of intrinsic motivation which the total classes 6 and interval 4.

Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distrubution as follow:

**Table 12**  
**The Frequency Distribution of Intrinsic Motivation**

<b>Interval</b>	<b>Mid Point</b>	<b>Frequency</b>	<b>Percentage</b>
65-69	67	2	2.98%
60-64	62	7	11.29%
55-59	57	12	21.05%
50-54	52	6	11.53%
45-49	47	6	12.76%
40-44	42	3	7.14%
<b>Total</b>		<b>36</b>	<b>100 %</b>

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure

**Figure 1: Description Data of Students' Intrinsic Motivation**

Based on the above chart, it was known that the variable revelation of intrinsic motivation shown that the respondent an interval 65-69 were 2 students (2.98%), interval 60-64 were 7 students (11.29%), interval 55-59 were 12 students (21.05%), interval 50-54 were 6 students (11.53%), interval 45-49 were 6 students (12.76%), interval 40-44 were 3 students (7.14%).

## 2. Morphological Mastery

These resume score of variable y that was morphological mastery of sixth semsester IAIN Padangsidimpuan has been gotten as table below:

**Table 13**

### **The Resume of the Variable Score of Morphological Mastery**

<b>No</b>	<b>Statistic</b>	<b>Variable Y</b>
<b>1.</b>	High score	88
<b>2.</b>	Low score	52
<b>3.</b>	Range	36
<b>4</b>	Interval	6
<b>5.</b>	Mean score	66.5
<b>6.</b>	Median score	74.64
<b>7.</b>	Mode	73

Based on the table above, the researcher got high score was 88, low score was 52, mean score was 66.5, mode score was 73, the data could be (seen in Appendix IX) The calculation of means score of students' morphological mastery was enough category. To know the revalation of data was done to group the variable score of morphological mastery which the total classes 6 and interval 6.

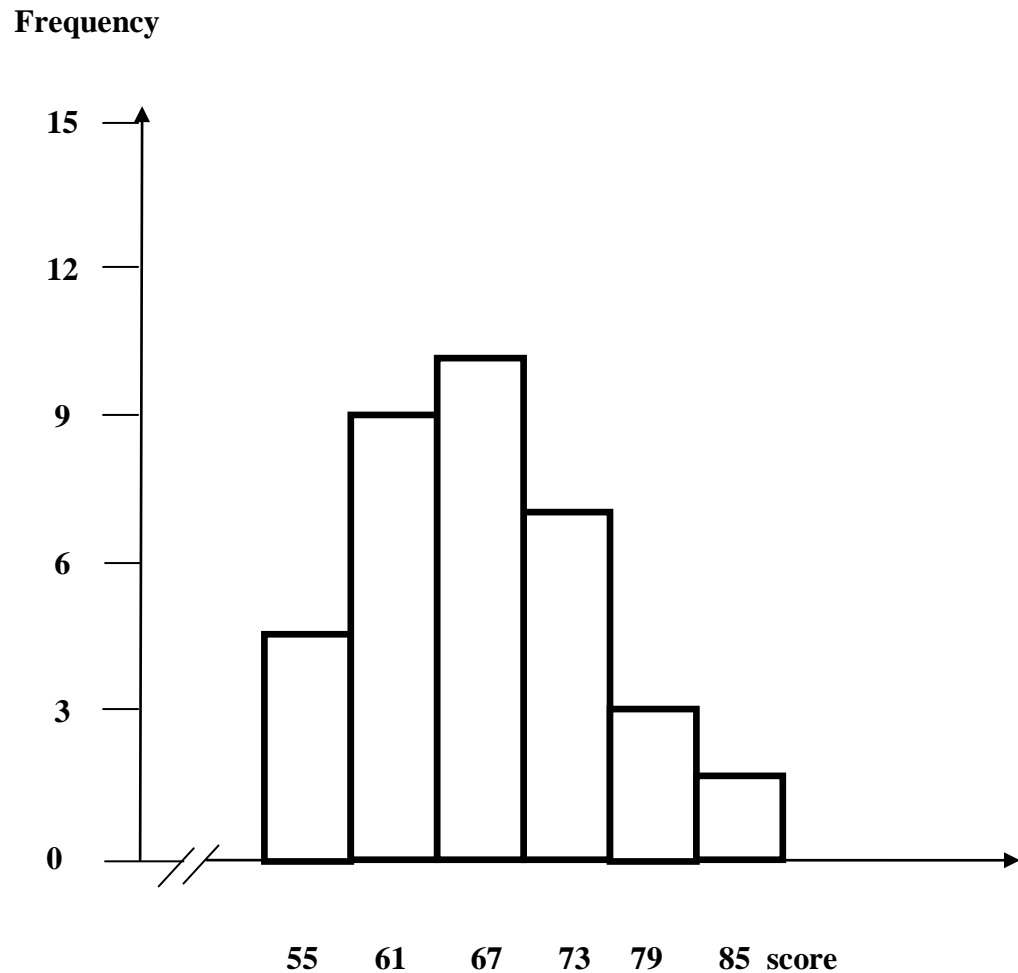
Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

**Table 14**  
**The Frequency Distribution of Morphological Mastery**

<b>Interval</b>	<b>Mid Point</b>	<b>Frequency</b>	<b>Percentages</b>
52-57	55	5	8.33%
58-63	61	9	13.88%
64-69	67	10	33.33%
70-75	73	7	25%
76-81	79	3	13.88%
82-88	85	2	5.55%
<b>Total</b>		<b>36</b>	<b>100%</b>

In order to get a description of the data clearly and completely, the researcher presents them in the histogram on the following figure:

**Figure 2: Data Description of Morphological Mastery**



Based on the table above, it was known that the variable revelation of morphological mastery shows that the respondent at interval 52-57 were 3 students (8.33%), interval 58-63 were 5 students (13.88), interval 64-69 were 12 students (33.33%), interval 70-75 were 9 students (25%), interval 76-81 were 5 students (13.88%), interval 82-87 were 2 students (5.55%).

## B. Analysis of the Data

### 1. The Requirement Test

**Table 15**  
**Normality of Data X and Data Y**

Class	Normality Test	
	$t_{\text{count}}$	$t_{\text{table}}$
Data X	9.46	11.070
Data Y	8.18	11.070

Based on the table above, the score of data X =  $x^2_{\text{count}} < x^2_{\text{table}}$  (9.46 < 11.070) with  $n = 36$  and Data Y =  $x^2_{\text{count}} < x^2_{\text{table}}$  (8.18 < 11.070) with  $n = 36$ , and real level  $\alpha 0.05$ . It means that data X and Y were distributed normal. It can be (Seen in Appendix X)

### 2. The Hypothesis Testing

The aim of hypothesis testing was to determine the correlation between intrinsic motivation and students' morphological mastery of sixth semester IAIN Padangsidimpuan by using the product moment



formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as the table below:

$$\begin{aligned}\sum X &= 3.434 & \sum Y &= 2.392 \\ \sum X^2 &= 332.092 & \sum Y^2 &= 161.208 \\ \sum XY &= 228.622\end{aligned}$$

By using the values above, calculated the value of correlation between variable X and Y.

$$\begin{aligned}r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n\{\sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}} \\ &= \frac{36(228.622) - (3.434)(2.392)}{\sqrt{\{36 \times 332.092 - (3.434)^2\}\{36 \times 161.208 - (2.392)^2\}}} \\ &= \frac{8.230.392 - 8.214.128}{\sqrt{\{11.955.312 - 11.792.356\}\{5.803.488 - 5.721.664\}}} \\ &= \frac{162.64}{\sqrt{(162.956)(81.824)}} \\ &= \frac{162.64}{\sqrt{133.337.115.430}} \\ &= \frac{16.264}{36.515,354} \\ &= 0.445\end{aligned}$$

The Hypothesis: There is a significant correlation between intrinsic motivation and students' morphological mastery of sixth semester IAIN Padangsidempuan.

Based on the calculated above, the calculating product moment was gotten correlation coefficients  $r_{xy} = 0.445$  was more than  $r_{table} = 0.329$  on taraf 5%. The hypothesis was accepted namely  $r_{count} > r_{table}$  ( $0.445 > 0.329$ ). The result showed that there is a significant correlation between intrinsic motivation and students' morphological mastery of sixth semester IAIN Padangsidempuan in enough category. It means that the hypotheis was accepted. It had been written in the table of coefficient correlation interpretation.

**Table 16**

**Categories value correlation coefficient and strength correlation**

<b>No.</b>	<b>Value of high r</b>	<b>Interpretation</b>
<b>1</b>	0.90-1.00	Very Good
<b>2</b>	0.70-0.90	Good
<b>3</b>	0.40-070	Enough
<b>4</b>	0.20-040	Low
<b>5</b>	0.00-020	Lowest

Testing the truth of significant correlation, used the formulate  $t_{\text{count}}$  or

$t_{\text{test}}$

$$\begin{aligned} T_{\text{count}} &= \frac{r\sqrt{n-1}}{\sqrt{1-r^2}} = \frac{0.445\sqrt{36-1}}{\sqrt{1-0.44^2}} \\ &= \frac{0.445\sqrt{35}}{\sqrt{1-0.193}} \\ &= \frac{0.445(5.916)}{\sqrt{0.807}} \\ &= \frac{2.692}{0.898} \\ &= 2.930 \end{aligned}$$

Based on the calculation above, the researcher found that  $t_{\text{count}} = 2.930$  and  $dk = N-2 = 36-2 = 34$  and  $t_{\text{table}}$  on taraf significant 5 % = 2.02. So,  $t_{\text{count}} > t_{\text{table}}$  ( $2.930 > 2.02$ ). it means that there was the significant correlation between two variables that it was said that the validity of the contribution of variable X to variable Y was “accepted”.

To look for the contribution of variable X to variable Y as follows:

KP = The score of determine coefficient

$r$  = The scores of the coefficients correlation

$$KP = r^2 \times 100 \%$$

$$= (0.44)^2 \times 100\%$$

$$= 0.19 \times 100\%$$

$$= 19\%$$

Based on calculating above, the contribution variable X (Intrinsic Motivation) toward variable Y (Morphological Mastery) there was 19 % and 81% influenced by other variable.

### C. The Discussion

Based on the analysis above, researcher has proven that there is a significant correlation between intrinsic motivation and students' morphological mastery in enough category. It was stated on the theory at previous chapter. Intrinsic motivation is an important factor which supports students to more curiosity and interest to do something, and it has a significant relationship with morphological mastery. Intrinsic motivation is motivation that steams from factors like interest, curiosity, enjoyment.<sup>1</sup> The motivation coming from inner power that encourage someone to do something. Intrinsic motivation are inherent in the learning situations and meet pupil-needs and purpose.<sup>2</sup> It means that intrinsic motivation the way to support and to motivate students in learning activity.

After did this research, the researcher compare it with the result on research related finding as in second chapter, the related finding are : the first,

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<sup>1</sup>Anita E. Woolfolk, *Educational Pshychology* (USA : Prentice Hall, 1990), p. 302.

<sup>2</sup>Sardiman, A.M., *Interaksi dan Motivasi Belajar Mengajar* ( Jakarta : Rajawali Pers, 2011), p. 91-92.

the research by Mitra Alizadeh<sup>3</sup> about “The Impact of Motivation on English Language Learning”. Based on this journal, the researcher concludes that the motivation has a very important role in learning English as a foreign or second language successfully. The second, the research by Sarwat Mubeen<sup>4</sup> about “The Measurement of Motivation with Science Students”. Based on this journal, the researcher concludes that the motivation is highly multi-variate and that no simple factor structure is to be expected. It is also argued that, with ordinal data, following no prescribed pattern of distribution, only non-parametric statistics are appropriate. The traditional approaches are statistically incorrect and, as a result, will often miss key insight.

Based on the explanation above, it was proved that this research was rather different with other research, where in this research intrinsic motivation had enough correlation to students’ morphological mastery. The researcher concludes that the motivation has a very important role in learning English as a foreign or second language successfully.

So, from above calculation data, the researcher appropriated that all the result of research has related with previous theory. For supporting that,

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<sup>3</sup>Sarwat Mubeen, The Measurement of Motivation with Science Students, European Journal of Educational Research, Vol. 3., 2014, p. 129-144 Accessed from <http://www.eurojedu.com> . Retrieved on Tuesday September 26<sup>th</sup> 2017 at 9.50 a.m., taken from <https://files.eric.ed.gov/fulltext/E11086038.pdf>

<sup>4</sup>Mitra Alizadeh, The Impact of Motivation on English Language Learning, International Journal of Research in English Education, Vol. 1, No. 1; 2016, p. 11 Accessed from [www.ijreeonline.com](http://www.ijreeonline.com) Retrieved on Tuesday September 26<sup>th</sup> 2017 at 9.50 a.m., taken from <https://ijreeonline.com/article-123-en.pdf4>.

researcher has been done the research and it was proved by testing hypotheses of research, it found that intrinsic motivation had the significant correlation to students' morphological mastery of sixth semester IAIN Padangsidimpuan. This fact can be seen from  $r_{count} > r_{table}$  ( $0.445 > 0.329$ ) and  $t_{count} > t_{table}$  ( $2.930 > 2.02$ ).

#### **D. Limitation of the Research**

The researcher found the limitation of this research as follows:

1. The researcher given the questionnaire and test to sample and explained them about the instruction.
2. The researcher didn't know how serious and concentrate the students were in answering the questionnaire and test.
3. The researcher not saw the measuring honest aspects of the students in answering the questionnaire and test until possibility the students cheat or guess.

## CHPATER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After getting the result of research data, the research came to describe the data as follows:

1. The students' intrinsic motivation of sixth semester IAIN Padangsidimpuan was "Enough" getting mean score was 54.77.
2. The students' morphological mastery of sixth semester IAIN Padangsidimpuan was "Good" by getting mean score was 66.5.
3. Based on the result of calculating data, the hypothesis was accepted. It was gotten from the value of the correlation product moment  $r_{xy}$  between intrinsic motivation and students' morphological mastery of sixth semester IAIN Padangsidimpuan and  $t_{test}$ . The calculating of product moment by getting correlation coefficients  $r_{xy} = 0.445$ . The significant correlation level was  $0.445 > 0.329$  ( $r_{count} > r_{table}$ ) done by locking  $r_{table}$  (rt) on significant level 5% was 0.329. On calculating the hypothesis testing was  $2.930 > 2.02$  ( $t_{count} > t_{table}$ ),  $t_{count} = 2.930$  with  $Dk = N - 2 = 36 - 2 = 34$  and  $t_{table}$  on taraf significant 5 % = 2.02. So, there was a significant correlation between intrinsic motivation and students' morphological mastery of sixth semester IAIN Padangsidimpuan in enough category.

**B. Suggestion**

The researcher have some suggestions as follows:

1. The English Teachers
2. The English teacher should choose the good method in teaching and learning process to improve students' English mastery.
3. The English teacher should give a positive stimulus such as reminding the students about the important of motivation to increase students' intrinsic motivation and giving the test of motivation when learning English as the training to increase students' morphological mastery.
4. The English teacher must be creative, innovative and communicative when teaching English.
5. The researcher hopes that the others researchers who want to conduct a research related to this research to find the others factors that influence of morphological mastery. Because, still there are many factors that affect students' morphological mastery.



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## CURRICULUM VITAE



### A. Identity

Name : Mayang Purnama Sari Sitompul  
Reg. No. : 14 203 00071  
Place/Birth : Padangsidimpuaan/December, 18<sup>th</sup> 1995  
Sex : Female  
Religion : Islam  
Address : JL.Dr Payungan Dlt, Kec. Padangsidimpuan Utara

### B. Parents

Father's Name : Syuib Akhiruddin Sitompul  
Mother's Name : Surya Ritonga

### C. Educational Background

1. Elementary School : MIN Sihadabuan (2008)
2. Junior High School : MTs Negeri 1 Padangsidimpuan (2011)
3. Senior High School : MA Negeri 1 Padangsidimpuan (2014)
4. Institute : IAIN Padangsidimpuan (2018)

## APPENDIX I

### The Intrinsic Motivation Questionere

(Adapted from European Journal of Education Research Vol. 3, No, 129-144 The Measurement of Motovation by Sarwat Mubeen & Norman Reid 2014)

Nama : Kelas :

NIM : Tanggal :

**Bacalah pernyataan di bawah ini dan lingkari nomor yang paling tepat menggambarkan tanggapan anda.**

5 = Selalu 4 = Sering 3 = kadang-kadang 2 = Jarang 1= Tidak Pernah				
1.	Saya senang dalam mempelajari morphology	5 2	4 1	3
2.	Tujuan dan sasaran pribadi saya sejalan dengan ilmu pengetahuan saya dalam morphology	5 2	4 1	3
3.	Pengetahuan saya selalu menyadarkan saya, bahwa siswa lain memiliki performa lebih baik dalam pengetahuan morphology	5 2	4 1	3
4.	Pengetahuan saya membuat saya khawatir tentang cara saya dalam menghadapi ujian morphology	5 2	4 1	3
5.	Jika saya menjumpai kesulitan dalam belajar ilmu morphology, saya mencari cara untuk memahaminya.	5 2	4 1	3
6.	Jika waktu ujian tiba, saya akan menjadi khawatir.	5 2	4 1	3
7.	Ujian sangat penting dan berharga bagi saya untuk memperoleh nilai tinggi pada ilmu pengetahuan morphology	5 2	4 1	3

8.	Saya mempelajari ilmu morphology dengan sangat antusias dan berusaha dengan giat.	5 2	4 1	3
9.	Saya menggunakan pendekatan yang bervariasi demi memastikan saya mempelajari morphology dengan benar.	5 2	4 1	3
10.	Ilmu morphology yang saya pelajari bisa membantu saya menemukan karir yang sangat baik.	5 2	4 1	3
11.	Saya memikirkan tentang ilmu morphology yang dapat membantu terhadap profesi saya.	5 2	4 1	3
12.	Saya berharap memperoleh pengetahuan yang lebih baik dari siswa lain.	5 2	4 1	3
13.	Harapan saya membuat saya khawatir memikirkan tindakan yang kurang baik dalam melaksanakan ujian.	5 2	4 1	3
14.	Saya mencoba bertindak dengan baik dalam evaluasi morphology agar dapat dibandingkan dengan siswa lain.	5 2	4 1	3
15.	Saya tetap serius dalam performa ilmu pengetahuan morphology saya sehingga hal ini dapat mempengaruhi nilai saya.	5 2	4 1	3
16.	Memperoleh nilai hasil morphology yang tinggi tidak terlalu signifikan bagi saya dibandingkan dengan ilmu yang saya pelajari.	5 2	4 1	3
17.	Mencari ilmu pengetahuan morphology menjadi keharusan dan amat penting bagi saya.	5 2	4 1	3
18.	Saya tidak suka bahkan tidak peduli tentang evaluasi pengetahuan morphology.	5 2	4 1	3
19.	Cara saya mempelajari ilmu pengetahuan morphology sangatlah penting untuk kehidupan sehari-hari dan masa depan.	5 2	4 1	3

20.	Saya sepenuhnya bertanggung jawab jika saya tidak memiliki ilmu pengetahuan morphology yang baik dan lemah terhadap pemahaman.	5 2	4 1	3
21.	Saya yakin dapat melaksanakan tugas, atau pengembangan dan penelitian pengetahuan morphology dengan baik.	5 2	4 1	3
22.	Saya sadar ilmu pengetahuan morphology sangatlah menarik.	5 2	4 1	3
23.	Ilmu pengetahuan morphology benar-benar penting bagi saya.	5 2	4 1	3
24.	Saya percaya terhadap kemampuan saya dalam menghadapi ujian pengetahuan morphology.	5 2	4 1	3
25.	Semua ilmu pengetahuan morphology yang dipelajari sejalan dan berhubungan dengan keadaan (kondisi) saya.	5 2	4 1	3
26.	Saya melakukan persiapan dengan baik dalam ujian pengetahuan morphology.	5 2	4 1	3
27.	Saya suka saat mempelajari ilmu pengetahuan morphology yang merupakan tantangan bagi saya.	5 2	4 1	3
28.	Saya yakin pada kemampuan dan kompetensi saya terhadap subjek ilmu pengetahuan morphology.	5 2	4 1	3
29.	Saya yakin memperoleh nilai "A" untuk subjek pengetahuan., morphology.	5 2	4 1	3
30.	Saya merasa sukses dalam memahami pengetahuan morphology.	5 2	4 1	3

## APPENDIX II

Answer the questions below by giving cross (x) in the correct answer!

1. Which of the following is not a suffix form noun?
  - a. -tion
  - b. -ite
  - c. -dom
  - d. -est
2. Which suffix form Adjective?
  - a. -ish
  - b. -ism
  - c. -ness
  - d. -hood
3. This machine will measure the . . . of the lake.
  - a. Deep
  - b. Deepness
  - c. Depth
  - d. Deeply
4. The suffix ' - logy' means...
  - a. The study of something
  - b. The superlative of something
  - c. The quality of something
  - d. The result of something
5. I do not like his child....attitude
  - a. -ship
  - b. -ism
  - c. -dom
  - d. -ish
6. Which suffix form Adverb?
  - a. -ly
  - b. -ive
  - c. -ity
  - d. -or
7. He tells it . . . without thinks about my heart.
  - a. Clear
  - b. Clearly
  - c. Clearless
  - d. Clearous



8. Which of these suffixes has meaning a quality?
  - a. -ics
  - b. -ness
  - c. -tion
  - d. -sphere
9. Which of these suffixes has meaning excessive love of?
  - a. -phone
  - b. -scope
  - c. -worth
  - d. -philia
10. She gets . . . to the party.
  - a. Invite
  - b. Invited
  - c. Invitation
  - d. Invitational
11. Which suffix form Adverb, *except* ...
  - a. -wise
  - b. -fully
  - c. -ive
  - d. -ly
12. From word authorize there is suffix -ize. It has meaning ....
  - a. to make or do
  - b. to signify a state of being or the act of
  - c. to show that the verb is in the past tense
  - d. to show the quality
13. The driver . . . caused the accident.
  - a. Careful
  - b. Careless
  - c. Carefully
  - d. Carelessness
14. Bobby likes my . . . way of thinking.
  - a. Creative
  - b. Creat
  - c. Creatively
  - d. Creatived
15. From word quickly there is suffix -ly it has meaning ...
  - a. Having the qualities
  - b. Having the operation
  - c. Having the characters

- d. Having the shape
16. The popular.... of this family makes him proud.
- a. -ness
  - b. -tion
  - c. -ive
  - d. -ity
17. Special vocation rates for airplane tickets make travel more attract....for tourist.
- a. -ive
  - b. -tion
  - c. -ed
  - d. -ics
18. He tells it clear . . . without thinks about my heart.
- a. -ed
  - b. -ness
  - c. -ly
  - d. -ous
19. Which suffix can you add to end of clock to make?
- a. -fully
  - b. -est
  - c. -less
  - d. -wise
20. Which suffix can you add to end of understand to make?
- a. -able
  - b. -ible
  - c. -less
  - d. -full
21. Which of these words means not sure?
- a. Personalize
  - b. Simplify
  - c. Imitate
  - d. Existor
22. Which of these words means not sure?
- a. Economical
  - b. Constructive
  - c. Poisonous
  - d. Scoper
23. Which of these words means not sure?

- a. Gangster
  - b. Fishmonger
  - c. Mountaineer
  - d. Phoner
24. Throw out the poison....food!
- a. -ese
  - b. -ous
  - c. -ative
  - d. -ive
25. The red colour in Indonesia's flag . . . the human body.
- a. Symbolise
  - b. Symbolish
  - c. Symbolic
  - d. Symbolitation
26. Which of the suffix has meaning conditional of life?
- a. -ics
  - b. -or
  - c. -hood
  - d. -ative
27. Which of these words has meaning suffix killer?
- a. Contraceptive
  - b. Contractual
  - c. Contractor
  - d. Contraction
28. They feel a happy child.....
- a. -dish
  - b. -hood
  - c. -ism
  - d. -ship
29. Which suffix form Adjective ...
- a. -al
  - b. -scope
  - c. -ly
  - d. -age
30. We should run . . .
- a. Clockwise
  - b. Clock
  - c. Clockless

- d. Clocklest
31. She sang soft... hoping that the baby would fall asleep.
- a. -ive
  - b. -ly
  - c. -ness
  - d. -less
32. Sometimes, Dad has select.... hearing.
- a. -ive
  - b. -ion
  - c. -or
  - d. -ide
33. The best thing about her is her kind...
- a. -less
  - b. -hood
  - c. -dom
  - d. -ness
34. Because of his knowledge and experience, Dr. Hartawan is recognize as an... in the field of economics.
- a. Authorize
  - b. Author
  - c. Authorized
  - d. Authoritarian
35. Can you active... my SIM card?
- a. -ate
  - b. -tion
  - c. -ly
  - d. -ing
36. Which suffix can you add to the word care a new word?
- a. -ing
  - b. -ful
  - c. -est
  - d. -ous
37. The suffix -less has meaning ...
- a. to not have or lack
  - b. the most and expresses
  - c. to have the quality
  - d. to be full of
38. Which suffix form Noun?

- a. -esque
  - b. -some
  - c. -logue
  - d. -ese
39. She does not cook well: she is sleep.....
- a. -less
  - b. -ness
  - c. -ive
  - d. -logue
40. She lived in Padangsidempuan during her . . .
- a. Childish
  - b. Childishness
  - c. Childlike
  - d. Childhood
41. The children are play... in the field.
- a. -ful
  - b. -ment
  - c. -most
  - d. -form
42. Which of these suffix has meaning to form of the comparative of some adjectives?
- a. -ical
  - b. -ative
  - c. -ish
  - d. -er
43. From word naturally there is suffix ly. It has meaning...
- a. Having the qualities of regular occurrence in the manner
  - b. A quality, state
  - c. Have the quality of or having the nature
  - d. the act of or the result
44. The company's new product was . . . advertised on TV.
- a. Nation
  - b. National
  - c. Nationally
  - d. Nationalize
45. Nowadays people prefer using small cars than big ones because they are more...
- a. Economically
  - b. Economic

- c. Economize
  - d. Economical
46. Which suffix form Verb?
- a. –fold
  - b. –worthy
  - c. –ify
  - d. –able
47. Your way of speaking character... your behavior, so be careful with your words.
- a. –ize
  - b. –ist
  - c. –ity
  - d. –ide
48. She asked to be forgive... by her family after doing such a big mistake.
- a. –en
  - b. –ive
  - c. –est
  - d. –wise
49. She only knows how to critic.... people. That's way no one likes her.
- a. –ize
  - b. –ist
  - c. –ity
  - d. –ide
50. Which of these word means not sure.
- a. Modernize
  - b. Frighten
  - c. Formulate
  - d. Formulator

Padangsidempuan, May 2018

Validator

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

### APPENDIX III

#### KEY ANSWER

- |       |       |
|-------|-------|
| 1. D  | 35. A |
| 2. A  | 36. B |
| 3. C  | 37. A |
| 4. A  | 38. C |
| 5. D  | 39. A |
| 6. A  | 40. D |
| 7. B  | 41. A |
| 8. B  | 42. D |
| 9. D  | 43. A |
| 10. C | 44. C |
| 11. C | 45. A |
| 12. A | 46. C |
| 13. B | 47. A |
| 14. A | 48. A |
| 15. A | 49. A |
| 16. D | 50. D |
| 17. A |       |
| 18. C |       |
| 19. D |       |
| 20. A |       |
| 21. D |       |
| 22. D |       |
| 23. D |       |
| 24. B |       |
| 25. A |       |
| 26. C |       |
| 27. C |       |
| 28. B |       |
| 29. A |       |
| 30. A |       |
| 31. B |       |
| 32. A |       |
| 33. D |       |
| 34. A |       |

## APPENDIX IV

### THE RESULT OF STUDENTS' INTRINSIC MOTIVATION

<b>NO</b>	<b>NAME</b>	<b>STUDENTS ' SCORE</b>
<b>1</b>	Amilin	56
<b>2</b>	Annisa Khairani Manik	66
<b>3</b>	Adania Nasution	56
<b>4</b>	Akhiriani Siregar	40
<b>5</b>	Dian Sartika	54
<b>6</b>	Dewi Sartika Srg	42
<b>7</b>	Erni Yusnidar	52
<b>8</b>	Fitri Yamaratusshalihah	54
<b>9</b>	Feri Sandi Nst	50
<b>10</b>	Hot Dalila Daulay	52
<b>11</b>	Hendro Kartiko	50
<b>12</b>	Kholidah	52
<b>13</b>	Khoirunnisa	44
<b>14</b>	Lefri Anna	50
<b>15</b>	Meliana Batubara	66
<b>16</b>	Murni Jaya Sianipar	56



<b>17</b>	Marisa Handayani	44
<b>18</b>	Melisa Nurhamidah	46
<b>19</b>	Mawaddah Tunnur	46
<b>20</b>	Mawaddah Nasution	46
<b>21</b>	Miranti	56
<b>22</b>	Nur Sahara Dongoran	42
<b>23</b>	Nur Saida Hasibuan	54
<b>24</b>	Riska Muliani	46
<b>25</b>	Syahroito Hrp	54
<b>26</b>	Safinah Hasibuan	60
<b>27</b>	Suhendra Efendi Hrp	60
<b>28</b>	Sri Mahyuni	60
<b>29</b>	Sarlin	48
<b>30</b>	Siska Marlinda Srg	50
<b>31</b>	Tia Destiana	54
<b>32</b>	Wirda Hasanah	54
<b>33</b>	Wirda Nasution	50
<b>34</b>	Winda Siska	52
<b>35</b>	Yumna Hadaya Nst	54
<b>36</b>	Zubaidah Nasution	54
	<b>TOTAL</b>	<b>3434</b>

## APPENDIX V

### THE RESULT OF STUDENTS' MORPHOLOGICAL MASTERY

<b>NO</b>	<b>NAME</b>	<b>STUDENTS ' SCORE</b>
<b>1</b>	Amilin	52
<b>2</b>	Annisa Khairani Manik	56
<b>3</b>	Adania Nasution	64
<b>4</b>	Akhiriani Siregar	62
<b>5</b>	Dian Sartika	76
<b>6</b>	Dewi Sartika Srg	86
<b>7</b>	Erni Yusnidar	58
<b>8</b>	Fitri Yamaratusshalihah	64
<b>9</b>	Feri Sandi Nst	70
<b>10</b>	Hot Dalila Daulay	58
<b>11</b>	Hendro Kartiko	70
<b>12</b>	Kholidah	64
<b>13</b>	Khoirunnisa	58
<b>14</b>	Lefri Anna	68
<b>15</b>	Meliana Batubara	76
<b>16</b>	Murni Jaya Sianipar	64

<b>17</b>	Marisa Handayani	70
<b>18</b>	Melisa Nurhamidah	58
<b>19</b>	Mawaddah Tunnur	74
<b>20</b>	Mawaddah Nasution	58
<b>21</b>	Miranti	52
<b>22</b>	Nur Sahara Dongoran	76
<b>23</b>	Nur Saida Hasibuan	56
<b>24</b>	Riska Muliani	58
<b>25</b>	Syahroito Hrp	64
<b>26</b>	Safinah Hasibuan	70
<b>27</b>	Suhendra Efendi Hrp	64
<b>28</b>	Sri Mahyuni	68
<b>29</b>	Sarlin	70
<b>30</b>	Siska Marlinda Srg	74
<b>31</b>	Tia Destiana	52
<b>32</b>	Wirda Hasanah	88
<b>33</b>	Wirda Nasution	68
<b>34</b>	Winda Siska	64
<b>35</b>	Yumna Hadaya Nst	62
<b>36</b>	Zubaidah Nasution	62
	<b>TOTAL</b>	<b>2392</b>

## APPENDIX VI

### THE RESULT OF VARIABLE X AND VARIABLE Y

<b>NO</b>	<b>INISIAL</b>	<b>X</b>	<b>Y</b>
1	A	56	52
2	AKM	66	56
3	AN	56	64
4	AS	40	62
5	DS	54	76
6	DSS	42	86
7	EY	52	58
8	FY	54	64
9	FSN	50	70
10	HDD	52	58
11	HK	50	70
12	K	52	64
13	K	44	58
14	LA	50	68
15	MB	66	76
16	MJS	56	64
17	MH	44	70
18	MN	46	58

19	MT	46	74
20	MN	46	58
21	M	56	52
22	NSD	42	76
23	NSH	54	56
24	RM	46	58
25	SH	54	64
26	SH	60	70
27	SEH	60	64
28	SM	60	68
29	S	48	70
30	SMS	50	74
31	TD	54	52
32	WH	54	88
33	WN	50	68
34	WS	52	64
35	YHN	54	62
36	ZN	54	62
	<b>TOTAL</b>	<b>3434</b>	<b>2392</b>

## APPENDIX VII

### The Correlation Between Intrinsic Motivation and Morphological Mastery

<b>N o</b>	<b>INISIA L</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1	A	56	52	3136	2704	2912
2	AKM	66	56	4356	3136	3696
3	AN	56	64	3136	4096	3584
4	AS	40	62	1600	3844	2480
5	DS	54	76	2916	5776	4104
6	DSS	42	86	1764	7396	3612
7	EY	52	58	2704	3364	3016
8	FY	54	64	2916	4096	3456
9	FSN	50	70	2500	4900	3500
10	HDD	52	58	2704	3364	3016
11	HK	50	70	2500	4900	3500
12	K	52	64	2704	4096	3328
13	K	44	58	1936	3364	2552
14	LA	50	68	2500	4624	3400
15	MB	66	76	4356	5776	5016
16	MJS	56	64	3136	4096	3584

17	MH	44	70	1936	4900	3080
18	MN	46	58	2116	3364	2668
19	MT	46	74	2116	5476	3404
20	MN	46	58	2116	3364	2668
21	M	56	52	3136	2704	2912
22	NSD	42	76	1764	5776	3192
23	NSH	54	56	2916	3136	3024
24	RM	46	58	2116	3364	2668
25	SH	54	64	2916	4096	3456
26	SH	60	70	3600	4900	4200
27	SEH	60	64	3600	4096	3840
28	SM	60	68	3600	4624	4080
29	S	48	70	2304	4900	3360
30	SMS	50	74	2500	5476	3700
31	TD	54	52	2916	2704	2808
32	WH	54	88	2916	7744	4752
33	WN	50	68	2500	4624	3400
34	WS	52	64	2704	4096	3328
35	YHN	54	62	2916	3844	3348
36	ZN	54	62	2916	3844	3348
<b>TOTAL</b>		<b><math>\Sigma X=343</math></b> <b>4</b>	<b><math>\Sigma Y=239</math></b> <b>2</b>	<b><math>\Sigma X^2=332.09</math></b> <b>2</b>	<b><math>\Sigma Y^2=161.20</math></b> <b>8</b>	<b><math>\Sigma XY=228.62</math></b> <b>2</b>

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## APPENDIX VIII

### VARIABLE X

#### (INTRINSIC MOTIVATION)

1. Maximal and minimum score of students were gotten from by setting the variable score from the low to the high score.

40	44	44	45	45	45	49	49	49	50
50	54	54	54	54	58	58	58	59	59
59	59	59	59	59	59	59	60	60	60
60	64	64	64	66	66				

2. High score = 66

3. Low score = 40

4. Range

$$R = \text{High score} - \text{low score}$$

$$= 66 - 40$$

$$= 26$$

5. The total of the class (BK) =  $1 + 3.3 \log n$

$$= 1 + 3.3 \log (36)$$

$$= 1 + 3.3 (1.556)$$

$$= 1 + 5.134$$

$$= 6.134$$

$$= 6$$

6. Interval (i)

$$I = \frac{\text{Range}}{\text{Many Class}} = \frac{26}{6} = 4.33 = 4$$

No	Class Interval	F	X	FX	F <sub>kb</sub>	F <sub>ka</sub>
1.	65-69	2	67	134	36=N	2
2.	60-64	7	62	434	34	9
3.	55-59	12	57	684	27	21
4.	50-54	6	52	312	15	27
5.	45-49	6	47	282	9	33
6.	40-44	3	42	126	3	N=36
<b>Total</b>		<b>36</b>		<b>1972</b>		

7. Mean score

$$X = \frac{\sum FX}{F}$$

$$= \frac{1972}{36}$$

$$= 54.77$$

## 8. Median

$$\text{Me} = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{fi} \right) \times i$$

$$\ell = 59.5 \qquad i = 4$$

$$fi = 6 \qquad F_{kb} = 15$$

$$\frac{1}{2} n = 18$$

$$\text{Me} = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{fi} \right) \times i$$

$$\text{Me} = 59.5 + \left( \frac{18-15}{6} \right) \times 4$$

$$= 59.5 + \left( \frac{3}{6} \right) \times 4$$

$$= 59.5 + 11.33$$

$$= 70.83$$

## 9. Modus

$$\text{Mo} = \ell + \left( \frac{fa}{fa+fb} \right) \times i$$

$$l = 59.5 \quad i = 4$$

$$f_a = 7 \quad f_b = 6$$

$$M_o = l + \left( \frac{f_a}{f_a + f_b} \right) \times i$$

$$= 63.5 + \left( \frac{7}{7+6} \right) \times 4$$

$$= 63.5 + 2.15$$

$$= 65.65$$

## APPENDIX IX

### VARIABLE Y (MORPHOLOGICAL MASTERY)

1. Maximal and minimum score of students were gotten from by setting the variable score from the low to the high score.

52	52	52	58	58	58	58	58	64	64
64	64	64	64	64	64	64	64	64	64
70	70	70	70	70	70	70	70	70	76
76	76	76	76	80	88				

2. High score = 88
3. Low score = 52
4. Range

$$R = \text{High score} - \text{low score}$$

$$= 88 - 52 = 36$$

5. The total of the class (BK) =  $1 + 3.3 \log n$   
 $= 1 + 3.3 \log (36)$   
 $= 1 + 3.3 (1.556)$

$$= 1 + 5.134$$

$$= 6.134$$

$$= 6$$

6. Interval (i)

$$I = \frac{\text{Range}}{\text{Many Class}} = \frac{36}{6} = 6$$

No	Class Interval	F	X	FX	F <sub>kb</sub>	F <sub>ka</sub>
1.	52-57	5	54.5	272.5	36=N	5
2.	58-63	9	60.5	544.5	31	14
3.	64-69	10	66.5	665	22	24
4.	70-75	7	72.5	507.5	12	31
5.	76-81	3	78.5	235.5	5	34
6.	82-88	2	84.5	169	2	N=36
<b>TOTAL</b>		<b>36</b>		<b>2394</b>		

7. Mean score

$$X = \frac{\sum FX}{F}$$

$$= \frac{2394}{36}$$

$$= 66.5$$

## 8. Median

$$\text{Me} = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) \times i$$

$$\ell = 69.5 \qquad i = 6$$

$$f_i = 7 \qquad F_{kb} = 12$$

$$\frac{1}{2}n = 18$$

$$\text{Me} = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) \times i$$

$$\text{Me} = 69.5 + \left( \frac{18 - 12}{7} \right) \times 6$$

$$= 69.5 + \left( \frac{6}{7} \right) \times 6$$

$$= 69.5 + \left( \frac{36}{7} \right)$$

$$= 69.5 + 5.142$$

$$= 74.642$$

$$= 74.64$$

## 9. Modus

$$Mo = l + \left( \frac{fa}{fa+fb} \right) \times i$$

$$l = 69.5 \qquad i = 6$$

$$fa = 12 \qquad fb = 7$$

$$Mo = l + \left( \frac{fa}{fa+fb} \right) \times i$$

$$= 69.5 + \left( \frac{12}{12+7} \right) \times 6$$

$$= 69.5 + 3.78$$

$$= 73.28$$

$$= 73$$



## APPENDIX X

### NORMALITY OF DATA X AND Y

#### A. Normality of Data X (Intrinsic Motivation)

Interval Class	F	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
61-67	2	64	+2	4	4	8
57-63	7	60	+1	7	1	7
52-55	<b>12</b>	53	0	0	0	0
48-51	6	49	-1	-6	1	6
44-47	6	45	-2	-18	4	24
40-43	3	42	-3	-9	9	27
<b>i = 4</b>	<b>36</b>		-	<b>-22</b>	-	<b>72</b>

$$SD_t = i \sqrt{\frac{\sum fx_i^2}{n} - \left(\frac{\sum fx_i}{n}\right)^2}$$

$$= 4 \sqrt{\frac{72}{36} - \left(\frac{-22}{36}\right)^2}$$

$$= 4 \sqrt{2 - (-0.61)^2}$$

$$= 4\sqrt{2} - 0.3721$$

$$= 4\sqrt{1.6279}$$

$$= 4 \times 1.28$$

$$= 5.12$$

**Table of Normality Data questionnaire with Chi Kuadrat Formula**

<b>Interval of Score</b>	<b>Real Upper Limit</b>	<b>Z – Score</b>	<b>Limit of Large of the Area</b>	<b>Large of area</b>	<b>f<sub>h</sub></b>	<b>f<sub>0</sub></b>	<b><u>(f<sub>0</sub>-f<sub>h</sub>)</u> f<sub>h</sub></b>
61 – 67	67.5	2.48	0.4934	0.03	1.08	2	0.85
57 – 63	63.5	1.70	0.4554	0.39	14.04	7	0.50
52 – 55	55.5	0.14	0.0557	-0.20	-7.2	12	0.6

48 – 51	51.5	-0.63	0.26435	0.18	6.48	6	-0.07
44 – 47	47.5	-1.41	0.07927	0.13	4.68	6	0.28
40 – 43	43.5	-2.20	0.01390	0.01	0.36	3	7.3
	40.5	-2.78	0.00272				
						<b>X<sup>2</sup></b>	<b>9.46</b>

Based on the table above, the researcher found that  $x^2_{\text{count}} = 9.46$  while  $x^2_{\text{table}} = 12.592$ . Because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $9.46 < 11.070$ ) with degree of freedom  $(dk) = 6 - 1 = 5$  and significant level  $\alpha = 5\%$ , distribution of data  $x$  (Intrinsic Motivation) is normal.

### B. Normality of Data Y (Morphology Mastery)

Interval Class	F	X	$x'$	$fx'$	$x'^2$	$fx'^2$
52-57	5	55	+3	15	9	45
58-63	9	61	+2	18	4	32
64-69	10	67	0	0	0	0
70-75	7	73	-1	-7	1	7
76-81	3	79	-2	-6	4	12
82-88	2	85	-3	-6	9	18
<b><math>i = 4</math></b>	<b>36</b>	<b>-</b>	<b>-</b>	<b>14</b>	<b>-</b>	<b>114</b>

$$SD_t = i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 4 \sqrt{\frac{114}{36} - \left(\frac{14}{36}\right)^2}$$

$$= 4\sqrt{3.16 - (0.38)^2}$$

$$= 4\sqrt{3.16} - 0.14$$

$$= 4\sqrt{3.02}$$

$$= 4 \times 1.73$$

$$= 6.92$$

**Table of Normality Data Test with Chi Kuadrat Formula**

<b>Interval of Score</b>	<b>Real Upper Limit</b>	<b>Z – Score</b>	<b>Limit of Large of the Area</b>	<b>Large of area</b>	<b>f<sub>h</sub></b>	<b>f<sub>0</sub></b>	<b><math>\frac{(f_0 - f_h)}{f_h}</math></b>
82 – 87	87.5	3.03	0.4988	0.01	0.36	2	4.5
76 – 81	81.5	2.16	0.4846	0.08	2.88	3	0.04
70 – 75	75.5	1.30	0.4032	0.23	8.28	7	-0.15

64 – 69	69.5	0.43	0.1664	-0.16	-5.76	10	2.73
58 – 63	63.5	-0.43	0.33360	0.23	8.28	9	0.08
52 – 57	57.5	-1.30	0.09680	0.07	2.52	5	0.98
	52.5	-2.02	0.02169				
<b>X<sup>2</sup></b>							<b>8.18</b>

Based on the table above, the researcher found that  $x^2_{\text{count}} = 8.18$  while  $x^2_{\text{table}} = 12.592$ . Because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $8.18 < 12.592$ ) with degree of freedom (dk) = 6 – 1 = 5 and significant level  $\alpha = 5\%$ , distribution of data Y (Morphological Mastery) is normal.

**APPENDIX XI****Chi-Square Table**

<b>dk</b>	<b>Significant level</b>					
	<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>10%</b>	<b>5%</b>	<b>1%</b>
<b>1</b>	0,455	1,074	1,642	2,706	3,841	6,635
<b>2</b>	1,386	2,408	3,219	4,605	5,991	9,210
<b>3</b>	2,366	3,665	4,642	6,251	7,815	11,341
<b>4</b>	3,357	4,878	5,989	7,779	9,488	13,277
<b>5</b>	4,351	6,064	7,289	9,236	11,070	15,086
<b>6</b>	5,348	7,231	8,558	10,645	12,592	16,812
<b>7</b>	6,346	8,383	9,803	12,017	14,067	18,475
<b>8</b>	7,344	9,524	11,030	13,362	15,507	20,090
<b>9</b>	8,343	10,656	12,242	14,684	16,919	21,666
<b>10</b>	9,342	11,781	13,442	15,987	18,307	23,209
<b>11</b>	10,341	12,899	14,631	17,275	19,675	24,725
<b>12</b>	11,340	14,011	15,812	18,549	21,026	26,217
<b>13</b>	12,340	15,119	16,985	19,812	22,362	27,688
<b>14</b>	13,339	16,222	18,151	21,064	23,685	29,141
<b>15</b>	14,339	17,222	19,311	22,307	24,996	30,578
<b>16</b>	15,338	18,418	20,465	23,542	26,296	32,000
<b>17</b>	16,338	19,511	21,615	24,769	27,587	33,409
<b>18</b>	17,338	20,601	22,760	25,989	28,869	34,805

<b>19</b>	18,338	21,689	23,900	27,204	30,144	36,191
<b>20</b>	19,337	22,775	25,038	28,412	31,410	37,566
<b>21</b>	20,337	23,858	26,171	29,615	32,671	38,932
<b>22</b>	21,337	24,939	27,301	30,813	33,924	40,289
<b>23</b>	22,337	26,018	28,429	32,007	35,172	41,638
<b>24</b>	23,337	27,096	29,553	33,196	35,415	42,980
<b>25</b>	24,337	28,172	30,675	34,382	37,652	44,314
<b>26</b>	25,336	29,246	31,795	35,563	38,885	45,642
<b>27</b>	26,336	30,319	32,912	36,741	40,113	46,963
<b>28</b>	27,336	31,391	34,027	37,916	41,337	48,278
<b>29</b>	28,336	32,461	35,139	39,087	42,557	49,588
<b>30</b>	29,336	33,530	36,250	40,256	43,773	50,892





<b>3.0</b>	35	31	26	22	18	14	11	07	04	00
<b>-2.9</b>	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
<b>-2.8</b>	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
<b>-2.7</b>	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
<b>-2.6</b>	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
<b>-2.5</b>	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
<b>-2.4</b>	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
<b>-2.3</b>	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
<b>-2.2</b>	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
<b>-2.1</b>	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
<b>-2.0</b>	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831

- 1. 9	0.028 72	0.028 07	0.027 43	0.026 80	0.026 19	0.025 59	0.025 00	0.024 42	0.023 85	0.023 30
- 1. 8	0.035 93	0.035 15	0.034 38	0.033 62	0.032 88	0.032 16	0.031 44	0.030 74	0.030 05	0.029 38
- 1. 7	0.044 57	0.043 63	0.042 72	0.041 82	0.040 93	0.040 06	0.039 20	0.038 36	0.037 54	0.036 73
- 1. 6	0.054 80	0.053 70	0.052 62	0.051 55	0.050 50	0.049 47	0.048 46	0.047 46	0.046 48	0.045 51
- 1. 5	0.066 81	0.065 52	0.064 26	0.063 01	0.061 78	0.060 57	0.059 38	0.058 21	0.057 05	0.055 92
- 1. 4	0.080 76	0.079 27	0.077 80	0.076 36	0.074 93	0.073 53	0.072 15	0.070 78	0.069 44	0.068 11
- 1. 3	0.096 80	0.095 10	0.093 42	0.091 76	0.090 12	0.088 51	0.086 91	0.085 34	0.083 79	0.082 26
- 1. 2	0.115 07	0.113 14	0.111 23	0.109 35	0.107 49	0.105 65	0.103 83	0.102 04	0.100 27	0.098 53
- 1. 1	0.135 67	0.133 50	0.131 36	0.129 24	0.127 14	0.125 07	0.123 02	0.121 00	0.119 00	0.117 02
- 1. 0	0.158 66	0.156 25	0.153 86	0.151 51	0.149 17	0.146 86	0.144 57	0.142 31	0.140 07	0.137 86
- 0. 9	0.184 06	0.181 41	0.178 79	0.176 19	0.173 61	0.171 06	0.168 53	0.166 02	0.163 54	0.161 09

- <b>0.8</b>	0.211 86	0.208 97	0.206 11	0.203 27	0.200 45	0.197 66	0.194 89	0.192 15	0.189 43	0.186 73
- <b>0.7</b>	0.241 96	0.238 85	0.235 76	0.232 70	0.229 65	0.226 63	0.223 63	0.220 65	0.217 70	0.214 76
- <b>0.6</b>	0.274 25	0.270 93	0.267 63	0.264 35	0.261 09	0.257 85	0.254 63	0.251 43	0.248 25	0.245 10
- <b>0.5</b>	0.308 54	0.305 03	0.301 53	0.298 06	0.294 60	0.291 16	0.287 74	0.284 34	0.280 96	0.277 60
- <b>0.4</b>	0.344 58	0.340 90	0.337 24	0.333 60	0.329 97	0.326 36	0.322 76	0.319 18	0.315 61	0.312 07
- <b>0.3</b>	0.382 09	0.378 28	0.374 48	0.370 70	0.366 93	0.363 17	0.359 42	0.355 69	0.351 97	0.348 27
- <b>0.2</b>	0.420 74	0.416 83	0.412 94	0.409 05	0.405 17	0.401 29	0.397 43	0.393 58	0.389 74	0.385 91
- <b>0.1</b>	0.460 17	0.456 20	0.452 24	0.448 28	0.444 33	0.440 38	0.436 44	0.432 51	0.428 58	0.424 65
- <b>0.0</b>	0.500 00	0.496 01	0.492 02	0.488 03	0.484 05	0.480 06	0.476 08	0.472 10	0.468 12	0.464 14

**Z-Table**

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



**APPENDIX XVIII**

**TABLE**  
**NILAI “T” UNTUK TARAF SIGNIFIKAN 5% DAN 1%**

<b>df/db</b>	<b>5%</b>	<b>1%</b>	<b>df/db</b>	<b>5%</b>	<b>1%</b>
<b>1</b>	<b>12,71</b>	<b>63,66</b>	<b>24</b>	<b>2,06</b>	<b>2,80</b>
<b>2</b>	<b>4,30</b>	<b>9,92</b>	<b>25</b>	<b>2,06</b>	<b>2,79</b>
<b>3</b>	<b>3,18</b>	<b>5,84</b>	<b>26</b>	<b>2,06</b>	<b>2,78</b>
<b>4</b>	<b>2,78</b>	<b>4,60</b>	<b>27</b>	<b>2,05</b>	<b>2,77</b>
<b>5</b>	<b>2,75</b>	<b>4,03</b>	<b>28</b>	<b>2,05</b>	<b>2,76</b>
<b>6</b>	<b>2,45</b>	<b>3,71</b>	<b>29</b>	<b>2,04</b>	<b>2,76</b>
<b>7</b>	<b>2,36</b>	<b>3,50</b>	<b>30</b>	<b>2,04</b>	<b>2,75</b>
<b>8</b>	<b>2,31</b>	<b>3,36</b>	<b>35</b>	<b>2,03</b>	<b>2,72</b>
<b>9</b>	<b>2,26</b>	<b>3,25</b>	<b>40</b>	<b>2,02</b>	<b>2,72</b>
<b>10</b>	<b>2,23</b>	<b>3,17</b>	<b>45</b>	<b>2,02</b>	<b>2,09</b>
<b>11</b>	<b>2,20</b>	<b>3,11</b>	<b>50</b>	<b>2,01</b>	<b>2,68</b>
<b>12</b>	<b>2,18</b>	<b>3,06</b>	<b>60</b>	<b>2,00</b>	<b>2,65</b>
<b>13</b>	<b>2,16</b>	<b>3,01</b>	<b>70</b>	<b>2,00</b>	<b>2,65</b>
<b>14</b>	<b>2,14</b>	<b>2,98</b>	<b>80</b>	<b>1,99</b>	<b>2,64</b>
<b>15</b>	<b>2,13</b>	<b>2,95</b>	<b>90</b>	<b>1,99</b>	<b>2,63</b>



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
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Nomor : B - 1355 /In.14/E.4c/TL.00/07/2018  
Hal : **Izin Penelitian**  
**Penyelesaian Skripsi.**

31 Juli 2018

Yth. Ketua Prodi Tadris/Pendidikan Bahasa Inggris  
IAIN Padangsidempuan  
Kota Padangsidempuan

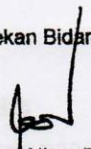
Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Mayang Pumama Sari Sitompul  
NIM : 1420300071  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Alamat : Jln. Dr.Payungan Gg Rambutan No.2

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Intrinsic Motivation and Students' Morphological Mastery of Sixth Semester 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.

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Telp (0634) 22080 Fax. 24022

nomor : 106 /In.14/E.6a/PP.00.9/09/2017 Padangsidimpuan, 17 September 2017  
ifat : Biasa  
ampiran : -  
al : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth. Bapak/Ibu:

1. Eka Sustri Harida, M.Pd (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum (Pembimbing II)

Di -

Padangsidimpuan

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, 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/NIM : Mayang Purnama Sari Sitompul  
Fak./Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI-1  
Judul Skripsi : **The Correlation Between Intrinsic Motivation and Students' Morphological Mastery of Sixth Semester IAIN Padangsidimpuan.**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

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