THE STUDENTS' ABILITY IN USING WORD FORMATION AT SIXTH SEMESTER OF TBI IAIN PADANGSIDIMPUAN

A THESIS

Submitted to State Institute Islamic Studies (IAIN) Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Islamic Educational Scholar (S.Pd.I) in English

Written By:

EKA RAHMAYANI SIREGAR
Reg. Number: 08.340.0050

ENGLISH EDUCATION DEPARTEMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

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LETTER OF AGREEMENT

Term   : A Thesis

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Appendix : 7 (Seven) Examplars

Padangsidimpuan, July 10th 2015

To:

Dean Tarbiyah and Teacher Training Faculty

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　　　Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After Reading, studying and giving advices for necessary revision on thesis belongs to Eka Rahmayani Siregar, entitled **"The Students' Ability in Using Word Formation At Sixth Semester Of TBI IAIN Padangsidimpuan"**, we approved that the thesis has been acceptable the complete and fulfill the requirement to fulfill for the degree of Graduated of Islamic Education (S.Pd.I) in English.

Therefore, we hoped that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
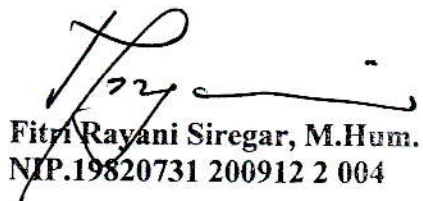
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DECLARATION LETTER OF WRITING OWN THESIS

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is in students' ethic code of IAIN Padangsidimpuan article 14.

I done this declaration truthfully, if there is deceitfulness and incorrectness degrading to this declaration in the future, i will be wiling to get punishment as it is *required in students' academic degree disrespecfully, and other punishment regarding* norms and legal law.

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FOR ACADEMIC CIVITY

As academic civity of State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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Time   : 09.00 WIB - Finish

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LEGALIZATION

Title of thesis : THE STUDENTS' ABILITY IN USING WORD FORMATION AT SIXTH SEMESTER OF TBI IAIN PADANGSIDIMPUAN

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This thesis had been accepted as a partial fulfillment of the requirement for the degree of Islamic Educational Scholar (S.Pd.I).

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ABSTRACT

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   SIXTH SEMESTER OF IAIN PADANGSIDIMPUAN
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Year   :2015

The aims of the research were to know what are students` mastery in word formation at the sixth semester of IAIN padangsidimpuan.the researcher identified many problems such as the students' lack conventional grammar.the students'lack to arranged sentences.

This reseach was done in IAIN Padangsidimpuan.The kind of this research is quantitative approach.The instruments of collecting data were test .the population was that consist three clases of sixth semester of IAIN Padangsidimpuan.The total number of students`are 113 students`.The sample they are:TBI-1 consist 38 students`.

After doing the reseach to the students' at sixth semester of IAIN Padangsidimpuan it can be could is low. It is found that the value of sixth semester of IAIN Padangsidimpuan it can be could is low.It is found that the value of sixth semester of IAIN Padangsidimpuan got were 79.43.The hypothesis is accepted.It means that the students' ability by using word formation at sixth semester of IAIN Padangsidimpuan

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers.

This thesis is presented to the English Education Department of the State Institute for Islamic Studies (IAIN) Padangsidimpuan as partial fulfillment of the requirement for degree of strata I (S1).

This thesis can't be completed without a great deal of help from many people, especially Mrs. Rayendriani Fahmei Lubis, M.Ag., as My advisor and Mrs. Fitri Rayani Siregar., M. Hum., As the Co advisor who always give their time, valuable help, guidance, correction, and suggestion for completion of this thesis.

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2. Mrs. Hj. Zulhimma, S.Ag, M.Pd., the Dean of Tarbiyah and Pedagogy Faculty.

3. Mrs. Rayendriani Fahmei Lubis, M.Ag., the chief of English Education Department.

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9. All my friends in IAIN Padangsidimpuan, good luck for you.

10. All the people who have helped the writer to finish her study that she can't mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 18 June 2015
Declaration maker

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language which used to communicate in many countries. There are many people in this world to learn it, include in Indonesia. It can be seen from development of English from time to time. Through this language, Indonesian is able to get more information to be learnt from English printed materials. Many English texts book have been studied, and a lot of materials have been presented, it is properly the students can master English well.

English takes an important role in world society. It used as a medium in their daily communication. Every international interact must use English. For this reason, every level of education in Indonesia has to make English as a subject that should be mastery by the students. It means that Indonesian students are expected to master English as requirement to pass in every level of education. It becomes a compulsory subject in each level of each level education in Indonesia.

There are many subjects that should be mastered by students in English. Such as vocabulary, morpheme, grammar, structure, syntax, speaking, listening, writing, reading, and so forth. The entire subject is very essential in mastering English both written and spoken form. By mastering all the subjects are expected English becomes easier to be mastered. The explanation indicates that English are

built up of those elements. Each element takes English. They join together in building up English sentence.

As mention above, one of the English material is vocabulary. One aspects of vocabulary is word forming. The word forming is important in syntactic a sentence. Without words forming means no sentence or text. In mastering sentence or text, there are four elements that must be mastered by students. Nowadays, this subject is one of the important subjects in school, from Elementary School, Junior High School, as well as university. For this reason in recent educational curriculum, this subject has been made as one of important subject to be mastered in each level school.

Based on Curriculum o English in IAIN Padangsidimpuan, the aims of teaching English subject are: developing the students' competence both written and orally, increasing the students' convenience in interaction with global societies, and developing the students' understanding of relationship between language and culture.[1]It means that every student master English both written and orally. In mastering English, basically the students must learn it formation or word forming. It is sure that language is build by constructing its elements, namely; morphemes, words, phrases, sentences, paragraphs and texts. Some rules are needed to make good language meaning. Without mastering word formation it is not possible the student master English sentence.

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[1]Permen Diknas RI No 22 Thn 2006, *Tentang Standar Isi*, (Jakarta : Depdiknas, 2006), p. 308

In fact, the students' ability in English especially in word formation ability is still far from the expectation. Majority (> 70%) of 3 semester of IAIN Padangsidimpuan in 2014/2015 academic year has score 60 in English subject, while their minimal target is 70.[2] By paying attention to this problem, there are many factors that influenced the successfulness of the students in teaching English especially word formation ability. Such as: reading habit, intelligence, motivation, interest, part of speech, vocabulary, translation mastery, personality of the teacher, environment, facility of the students, society, library, family, and so forth.

In improving students' word formation ability, the teacher has done many efforts, such as: trying some methods of teaching, giving some homeworks, asking the students to get some vocabularies, using English as a language in teaching learning process, and so forth. But all of efforts seen have not given significant effect to the students ability in English especially in word formation ability. The researcher thinks the students weaknesses in writing English especially word formation ability are occured because the significant aspects of writing has not solved yet.

Moreover, in Al-alaq verses 1 – 5, Allah invites the human to read and write as follows:

---

[2]IAIN Padangsidimpuan, *Semeter Score of Six Semester of IAIN Padangsidimpuan in Tahun Pelajaran 2014/2015.*

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلۡإِنسَـٰنَ مِنۡ عَلَقٍ ۝ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝

ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۝ عَلَّمَ ٱلۡإِنسَـٰنَ مَا لَمۡ يَعۡلَمۡ ۝

Meaning: *"Recite in the name of your lord who created, created man from a clot if congealed blood recite, and your lord is the most generous who taught by pen, taught man what he didn't know".[3]*

The quotation means that reading and writing is the basic responsibility for the human being. It is the first guidance of the Qoran. Therefore, writing also the first guidance for the human being. By writing human being can express or onvey everything that is important in their sorrounding. The information which is read will be conveyed in writing form.

Based on the explanation above, the researcher would like to conduct a research about "The Students' Ability in Using Word Formation at the Six Semester of IAIN Padangsidimpuan. If this problem is not finished the students will be nonsense study English.

B. Identification of the Problem

Based on explanation on the background previously, it is seen that words formation is very crucial in to be mastered in English subject. If the students cannot master words forming they cannot use English well.

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[3]Abdullah Yusuf Ali, *The Meaning if the Holy Qur'an in English Language.* (Al – Alami publication: Beirut, 2001), p.924

There are many factors that become disseminator of this problem, they are internal factor is the factors come from individual self and can influence result of individual factors include physiology factor and psychology factors. Physiology factor is the factors relation with condition of individual; physicals, such as. Condition physical of health and fresh will give the positive effect to ward study activity of individual, belong learning process direct the function of action physiology to the body of people is very influence result of study, the first eyes. Psychology factor is students' intelligence, students' attitude and students' ability. Example, the students' ability in mastering make sentence, that students' ability in mastering function of word, word forming, the students' ability in mastering change the type of morpheme. I a sentence, the students' ability in mastering writing learning interest motivation external factor is that can influence students' learning process, external factor consist of two factors they are: social environment and non social environment. Example: teacher (teacher's attitude, teacher's motivation, etc.) curriculum, society family (the family of the students can student to study).

C. Limitation of the Problem

Based on the background of the research above, the researcher focus the problem to make it more specific. Further the researcher is interested in finding the students' ability on word formation. These word formation will focus on compound word, afixation and reduplication.

D. The Definition of Key Terms

a. Students

Is a person studied at a school and receives of material from the teacerss. According to Hornby stated that the students are person is a studied at a school, collage, and university.[4] While in Indonesia dictionary the student is a learner especially on the grade of elementary, junior, and senior high school.

b. Ability

Is the power to do something physical or mental. Means that we do something consist of physical or mental achievement. It' also can be determined as a skills, expertness, or talent.[5]

The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition of Ability such as, "Ability are:

a. Capacity or power to do something physical and mental.

b. Cleverness,intelegence.

c. Special natural power to do something well that talent".[6]

So, the ability means the power or capability of students at the Six Semester of IAIN Padangsidimpuan.

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[4] *Ibid,* p.1344 .
[5] Victoria Neufelat & David B. Guralmik, *Webstren New World Collage Dictionary,* (USA: MacMillan, 1995), p. 2.
[6] *Ibid*., p. 2.

It points out that ability refers to the skill to do something. for this case, ability also points out to the skill of someone in producing and understanding the word formation.

c. Word Formation

Word as the most basic and familiar terms used for describing language. In some sense, they are composed of letter in writing and of sound are in them without meaning, though the substitution of one letter and sound for another does make a difference meaning. What concerned with are the element of words that they have a meaningful function in grammar of language.

A word is this any segment of a sentence bounded by successive points at which pausing is possible"[7] The words formation process is the process of forming new word with the rules of morphology, even though some languages recognize a part of word information process. According to Fromkin, "Word may be formed by stringing after to create compound words,"[8] The quotation points out in compounds word, as the result of the combining base form of the word, such as nouns, verbs, adjectives, adverbs, or others form classes.

E. Formulation of the problem

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[7] CH. Hockett, *Lingistik (Sebuah Pengantar),* (Bandung: Angkasa, 1988), p. 73
[8] Robber Sibarani, *An Introduction to Morphelogy,* (Medan: PODA, 2002) p. 4

Based on the previous background, the researcher formulates the problem in this research such as: "How is extent students' ability in word formation at the Six Semester of IAIN Padangsidimpuan?"

F. Objectives of the Research

Objective of this research is giving the answer toward formulation of the problem above. Thus, the objective of this research is to find out the extent of students' mastery in word formation at the Six Semester of IAIN Padangsidimpuan.

G. The Significance of Research

In this research, the researcher expects the study will be useful for:

a. The students as an input in word formation ability.

b. For the leturers of English to become a real data for them to improve the students' writing word formation ability.

c. Further researchers to be used as sources to make a further research for the same topic.

d. For the researcher, it is useful to add knowledge about what has been researched.

e. It is as submitted to the English Department of State Institute for Islamic Study of Padangsidimpuan as the requirement to get Sarjana Pendidikan Degree.

H. Outline of Thesis

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

1. Chapter one was discussed about introduction, they are: first, the background of the problem; this research will held at the Six Semester of IAIN Padangsidimpuan. Second, the focus of the problem: this research focused on the students' ability on word formation at the Six Semester of IAIN Padangsidimpuan. Third, the definition of the key terms: the definition of the key terms includes definition about the title of research. Fourth, the formulation of the problems includes how is the students' ability in word formation at the Six Semester of IAIN Padangsidimpuan? What kinds of problem dominantly do the students' face on word formation at the Six Semester of IAIN Padangsidimpuan? Why are the problems dominant? Fifth, the objectives of the research, they are to identify the students' ability on word formation at the Six Semester of IAIN Padangsidimpuan. To find problems dominantly the students face on word formation at the Six Semester of IAIN Padangsidimpuan. To explain the dominant problem. Sixth, the significances of the research, this research is expected to be useful for as: the students as an input in word formation ability, For the teachers of English to become a real data for them to improve the students' writing word formation ability. Further researchers to be used as sources to make a further research for the same topic, For the researcher, it is useful to add knowledge about what has been researched, and It is as submitted to the English Department of State Institute

for Islamic Study of Padangsidimpuan as the requirement to get Sarjana Pendidikan Degree.

2. Chapter two is the theoretical description, which explains about the definition of word formation, forms of word formation, and the conceptual framework.

3. Chapter three, discuss about the research methodology consists of: first, the location and schedule of the research is hold in IAIN Padangsidimpuan. Second, the research design. This research will be conducted with descriptive analysis with qualitative research. Third, the sources of data consists of the primary source of the data are the students of the Six Semester of IAIN Padangsidimpuan they are 35 students. Secondary sources the data are the teacher word formation and the Rector of IAIN Padangsidimpuan. Fourth, the technique of data collection involved three techniques included: test. Fifth, the technique of data analysis, this data is analyzed with quantitative process.

4. Chapter four included four parts. First, findings: finding consists of the of the students' ability on word formation at the Six Semester IAIN Padangsidimpuan, the kinds of problems dominantly do the students face on word formation at the Six Semester IAIN Padangsidimpuan, the problems dominant. Third, discussion which compare result of research with theoretical review and the fourth, the threats of research which talking about the threats that researcher finds in the process of the research.

5. Chapter five consists of conclusions and suggestions from researcher.

CHAPTER II

THEORETICAL DESCRIPTION

In conducting the research, theories are needed to explain some concept applies concerning into the research. The terms have to be classified to prevent the confusion. They need to be defined based on some experts definition as clear as possibile. It is done because the terms in this research are different with the terms commonly therefore they are in the same form, because every research has their own aspect in explanation. The following terms are used in this study.

A. Word Formation

1. Nature of Word Formation

Word and sentence as the most basic and familiar terms used for describing language. In some sense, they are composed of letter in writing and of sound are in them without meaning, though the substitution of one letter and sound for another does make a difference meaning. What concerned with are the element of words that they have a meaningful function in grammar of language.

According to Harley word is a sequence of letters that we write consecutively, with no spaces.[1] The quotation means that a word is writen by combining letter with no space. Similarly, Hockett stated, "A word is this any segment of a sentence bounded by successive points at which pausing is

---

[1]Heidi Harley, *English words A Linguistic Introduction,* (Malden: Blackwell Publishing, 2006), p.2

possible"[2] He pointed out that word defines as pause. To describe some of the word formation process found in the world's languages, first, it must address the question, in what sense is it means that new words are being "formed". Does the speaker use a morphological complex word that the brain reconstructs it/ some linguistics would maintain that this case. They would claim that in speaker's mental dictionary, called lexicon, each morpheme is listed individually along with other information such as its meaning, its part of speech (if a free morpheme), and possibly a rule naming what it can combine with, if it is a bound morpheme.

For example:

Re –eximine

(re-)	examine(e)	-ation
(re-)	examine(e)	-ed
(re-)	examine(e)	-ing

The above examples are the process of constructing a word. The words formation process is the process of forming new word with the rules of morphology, even though some languages recognize a part of word information process. According to Fromkin, "Word may be formed by stringing after to create compound words,"[3] The quotation points out in compounds word, as the result of the combining base form of the word, such as nouns, verbs, adjectives, adverbs, or others form classes.

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[2] CH. Hockett, *Lingistik (Sebuah Pengantar),* (Bandung: Angkasa, 1988), p. 73
[3] Robber Sibarani, *An Introduction to Morphelogy,* (Medan: PODA, 2002) p. 4

Thus, each time a word is used. It is re-formed from the separating entries in the lexicon. However, there is evidence that indicates this is not actually the case: even morphologically complex word apparently has a separate entry in the adult lexicon. There are other reasons, though to consider derivation a process of word forming: formation, linguist analyzing a language uses the term formation to mean that the lexicon of a language includes many items that are systematically related to one another; speaker of a language.

However, is also often a ware of most relationship. The researcher sees evidence of this when new words are formed based on patterns that exist in the lexicon, for example, a speaker of English may never have heard words such as wasmelly, smellness, or smellful before. But he or she would certainly understand what they mean the word stick-to-it-'ve = ness causes some prescriptivists to wail. Why create this new word when a perfectly good word, preference, already exists. This word illustrate speaker of a language have no problem accessing the patterns in the rules that the speaker actually apply to form word that are not currently in use a language are termed productive. English has examples of non productive morpheme as well, for example; the suffix –ion is not used by speakers to form new nouns as well as the suffix –ness.

To illustrate, recall that that prefix "un" meaning not, attaches only to adjective, the prefix re-attaches only verbs and the suffix-full attaches only to nouns. Because these combinations are mile-governed, we can say that a process is at work, namely formation process. Since new words are being formed, what we

will consider in this file are ways in which language create new word come into use in language.

Based on the explanation previously, the researcher takes the indicators of word forming mastery as follows: compound word, derivational and structural analysis.

2. Compound word

A compound word is formed from the combination of two or more word. Robert Sibarani says, "Compounding is the combining of two base forms together to form a new word."[4] The may be combined by joined noun to noun, noun to adjective, noun to verb and soon. Such as: *foodbride, foot-dragging, golden ring, washing machine, racing horse, honest boy*, and so forth. As with these examples, many compound are written solid as one orthographic word. Otherwise, compounds may be written with a hyphen between the elements (foot-dragging) or as separate word (golden ring).

a. Affixation

According to Sibarani, "Affixation is the adding of bound morphemes to the base to form a word."[5] It means that affixation is joining bound morpheme to a word to form a new word. The adding of the bound morphemes inside the base is called prefixation, the adding of the

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[4] Robber Sibarani, *op cit,* p. 55
[5] Robber Sibarani, *op cit,* p. 62

bound morphemes inside the base is called infixation, while the adding of

the bound morpheme to the end of a base is called suffixation.

In teaching vocabulary, teacher also needs to explain about

process of prefixes and suffixes.

a) Prefix

Prefix is letter or group of letters added at the beginning of

word. According to Nirmala Sari, Prefix is added to the beginning

or free morphemes or other prefixes.[6]

Table 1:
The Example of Prefix.

Examples:[7]

No.	Words		Word	Class	Meaning
	Prefix	Root			
1	Dis	Connect	Disconnect	Verb	Tidak terhubung
2	Super	Women	Superwomen	Noun	Wanita luar biasa
3	Poly	Gamy	Polygamy	Noun	Poligami
4	Syn	Onym	Synonym	Noun	Persamaan
5	Super	Market	supermarket	Noun	Pasar

---

[6] Nirmala Sari, *An Introduction to Linguistic,* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 96
[7] *Ibid,* p. 347

6	Try	Cycle	trycycler	Noun	
7	Un	Able	Unable	Noun	Tidak mampu
8	En	Able	Enable	Noun	
9	Ambit	Ion	Ambition	Noun	Ambisi
10	Extra	Ordinary	Extraordinary	Adjective	Luar biasa
11	Col	Lect	Collect	Verb	Mengumpulkan
12	Mis	Manage	Mismanage	Adverb	Mengatur
13	Over	Change	overchange	Noun	

Prefixes are often use to give adjectives or a negative meaning.[8] The opposite of comfortable is uncomfortable, convenient is inconvenient, and similar is dissimilar.

Unfortunately, there is no easy way of knowing which prefix any adjective will use to form it opposite, when you learn a new adjective note down whether it has an opposite formed with a prefix and if so, what is.

Note:

1. in- becomes im- before a root beginning with 'M' or 'P'.

    examples:

    – immature

    – impatient

    – imprtal

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[8] Michael McCarthy Felicity O'Dell, *English Vocabualry in Use,* (Jakarta: Erlangga, 2001), p. 18

– improbably

   Similarly in – becomes ir - before a word beginning with 'r',
and il- before a word beginning with 'l'.

examples:

– irreplaceable

– illegal

– illiterate

2. The prefix in - does not always have a negative meaning often it gives
the idea of inside or into.

Examples:

– internal

– import

– income

3. Although it mainly adjective which are made by prefixes, un - , and
dis – can also form the opposite of verbs too.

Example: appear : disappear

   The prefix is used here to reverse the action of the verb.[9]

Examples:

– disagree

– disapprove

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[9] *Ibid,* p. 18

- undo

- undress

- unlock

- unload

b) Suffix

Suffix is syllable or group of syllable added to the end of a word root to for a new word.[10] Suffixes are unique that they can change both word forms and part of speech. Suffixes can change the word – class and the meaning of the word.[11]

1. Common nouns suffixes

-er/ə/ is used for person who does an activity.

Examples:

- researcher

- worker

- shopper

- teacher

you can use – er with a wide range of verbs to make them into nouns. –er and –ee can contrast with each others meaning 'person who does something'. (-er) and person who receives or experience the action (-ee).

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[10] Rubi Diamond, *Writing and Grammar Communication in Action Platinum Level,* (TKT: Prentice hall, Ttt), p.776

[11] *Op.cit,* p. 16

Examples:

- employer – employee

- sender – payee

- (+) ion is used to make nouns from verbs

Examples:

- Complication

- reduction

- alteration

- admission

2) Adjective suffix

   - able/ible with verbs means 'can be done'.

Examples:

- drinkable

- washable

- countable

1. Verbs

   -ise (or ize) makes verb from adjectives.

Examples:

- modernize

- commercialize

According to the oxford's dictionary define suffix is a letter, sound or syllable added the end of a word to make another word.[12] While Nir mala Sari said suffix is added to the end of free morpheme other suffixes.[13]

The concluding of statement above, suffix is a letter or group of letters added to ending of word on basic word to change the meaning and form of word.

Example:

1. - dom   : free + dom   : freedom   : use to for of noun

2. – ed   : look + ed   : looked   : use to form verb

3. – al   : verb + al   : verbal   : use to form adjective

4. – ance   : assist + ance   : assistance : use to form noun

5. – an   : assist + ant   : assistant   : use to form adjective

6. – full   : play + full   : playfull   : use to form adjective

– ish   : publ + ish   : publish   : use to form verb.

The bound morphemes added initially to the base are called prefixes, those inserted into the base are called infixes, those added to the end of the base are called suffixes

b. Reduplication

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[12] A.S. Hornby, *op.cit,* p.
[13] Nirmla Sari, *op.cit,* p. 46

Reduplication is one aspect of words forming. Robert Sibarani say, "Reduplication is the repetition of a syllable, a morpheme or a words to form a word."[14] It means a word or morpheme can be repeated to make a new word. It also deals with a type of compound in which both elements are the same or only slightly different, e.g. goody-goody (A person who is primly/formally or pretentionously virtous), teeny-weeny (tiny/very small), very, very (unsual/uncanny), and so forth.

The conclusion of the above word forming is word may be formed by stringing after to create compound words. The word forming also as a word has any segments. The word forming is very essential in making a sentence. So the indicator is able to identify compound word, identifying affixation, and identifying reduplication.

B. Conceptual Framework

Based on the theoretical description, word formation ability is powerful because to construct word well need word formation understanding. Word formation ability will make students easier to produce the accurate of word construction. Thus, researcher very assumes that knowledge about word formation will garantee students good writing.

C. Review of Related Finding

[14] Robber Sibarani, *op cit,* p. 77

This research is related to Ratih Eliana (2013) UMTS Padangsidimpuan, research on the title "The correlation between Word Formation Mastery and Writing Ability (A Study at the Third Semester Students of UMTS Padangsidimpuan). The result shown There is a significant correlation between word formation and writing ability. It can be seen from the calculation of data that the value of "r" Product Moment is higher than "r" table (0.65 > 0.32). So, the hypothesis is accepted.[15]

This research is also related to Yousef Thaineh (2006) Princes Alia University, Jordan, research on The Awareness of the English Word-formation Mechanisms is a Necessity to Make an Autonomous L2 Learner in EFL Context. The purpose of this paper is to emphasize the issue of word-formation mechanisms in the area of foreign language learning / teaching, and to provide a critical view on the selected English language coursebooks series named *Action Pack* from the viewpoint of vocabulary selection and teaching techniques they employ. He concluded that vocabulary, as compared, for instance, with language functions and other grammatical structures, is still assigned to parts of speech (noun, verb, adverb, adjective, etc.) by a method which goes back for two millennia. Then, that vocabulary is less systematically taught and learnt than other aspects of the FL. Since words play an important role in expressing our

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[15] Ratih Eliana, *The Correlation between Word Formation Mastery and Writing Ability (A Study at the Third Semester Students of UMTS Padangsidimpuan)*, Padangsidimpuan: unpublished script, 2013.

feelings, and ideas to others during the act of communication, FL teachers should attribute importance to teaching word-formation in their classes.[16]

In relation with that, the researcher wanted to know and wanted to try a new thing to do a research whether the students ability in using word formation atsixth semester of TBI IAIN Padangsidimpuan.

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[16] Yousf Thaine, *The Awareness of the English Word-formation Mechanisms is a Necessity to Make an Autonomous L2 Learner in EFL Context*. Jordan: Prince Alia University, 2006.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

In order to get a clear description about where the research took place, it was necessary to mention the location and the time of the research as detail as possible. This research took place in IAIN Padangsidimpuan. The researcher chose IAIN Padangsidimpuan as the location of the research due to consideration that this school had a large number of students so the researcher thought that she can take the valid data.

The researcher conducted this research about three months from June up to finish.

B. Method of the Research

Based on the data analysis, this research used qualitative approach. Qualitative research is the research that means to understand the phenomenon about what is the subject research undergone by using natural method.[1] Qualitative approach is used for investigating a variety of educational problems an issue it's used to the terming addescript the way thing.[2] Qualitative approach is based on the data collection and analysis of non

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[1] Lexy J Moleong, *Metode Penelitian Kualitatif,* (Bandung: Remaja Rosda Karya, 2009), p. 126.
[2] L.R.Gay and Peter Airasian, *Educational Research,* (USA: Printice Hall Incorporate, 2000), p. 56.

numerical data such as observation, interviews, and other more discursive sources of information.[3]

Based on the method, this research used descriptive method. Sumadi Suryabrata says, "Penelitian deskriptif adalah penelitian yang bermaksud untuk pencandraan (deskripsi) mengenai situasi-situasi atau kejadian-kejadian."[4] It means that descriptive research is a research which describe about situations or happens. It is described in order to be to the research as it is. It is the same as Sudarwan Danim statement that descriptive research which is purpose to describe the phenomenon or individual characteristic, situation or certain group accurately.[5] The quotation points out that descriptive research which has purpose to interpret phenomenon or individual characteristic, situation or certain group.

Based on the explanation previously, the researcher concluded descriptive method was a kind of research method which is used to describe the systematic of situation or area, interest an which is observed.

C. Population and Sample

a. Population

The population is a group of unit or parts what to be made as a subject of research. As Suharsimi Arikunto states that Population is all of subjects

[3] *Ibid.*, p. 9.
[4] Sumadi Suryabrata, *Metodologi Penelitian,* (Jakarta: CV. Rajawali, 2006), p. 19.
[5] Sudarwan Danim, *Menjadi Peneliti Kualitatif,* (Bandung: Pustaka Setia, 2002), p. 41.

research.[6] It means that all of subjects in the researching area become population of the research. Mustofa Djaelani says, "Populasi adalah keseluruhan objek penelitian yang dapat terdiri dari manusia, benda-benda, hewan, tumbuhan, gejala-gejala, nilai atau test atau peristiwa-peristiwa sebagai sumber sumber data yang memiliki karakteristik tertentu di dalam suatu penelitian."[7] It means that population is all of the research object that consist of people, nouns, animals, plants, symptoms, value or events as data source when has characteristic in research.

Furthermore, Sedarmayanti dan Syarifuddin Hidayat said that population was whole characteristic of research objects.[8] The quotation points out that all characteristic of the research object becomes a popolation of the research. The object should be in certain place and time.

Deeply, L.R. Gay and Peter Airasian say, "The population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable."[9] Generalizability is the extent to which the results of one study can be applied to other populations or situations. The population may be virtually any size and may cover almost any geographical area. The entire groups the researcher would really like to

[6] Suharsimi Arikunto, *Op.cit.* P*, 130.*

[7] Mostofa Djaelani, *Metode Penelitian bagi Pendidik,* (Jakarta: PT. Multi Kreasi Satu Delapan, 2010), p.152

[8] Sedarmayanti dan Syarifuddin Hidayat, *Metodologi Penelitian,* (Bandung: Mandar Maju, 2002), p. 121.

[9]L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application,* (New Jersey: Prentice-Hall,Inc., 2000)*,* p. 122.

generalize are rarely available. The population that the researcher would ideally like to generalize to is referred to as the target of population.

Based on the explanation above, the researcher got conclusion that the population is the research objects which want to *generalise* to with their characteristic. Therefore, in this research, the researcher chose the grade 3 semeter of IAIN Padangsidimpuan as the population of the research.

In order to be clear and brief of the population can be seen on the following table:

Table 1
The population Research

No.	Class	Amount
1	TBI -1	38
2	TBI -2	40
3	TBI -3	35
TOTAL		113

b. Sample

A sample is subgroup taken from a population and it is according to Anas Sudijono, "Sample is a small proposition of population which should be research chosen or determined for the analysis need."[10] On other word sample is part of piece of the population furthermore

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[10] Anas Sudijono, *Pengantar Pendidikan,* (Jakarta: Raja Grafindo Persada, 2008), p.280

Suharsimi Arikunto says, "Sample adalah sebagian atau wakil dari populasi yang diteliti."[11] It means that sample is a part of population.

According to Norris and Ortega, say that samples – that is, studies can contain more than one distinct group of participants or population.[12] The quotation indicates that samples can be one or more distinct group of participants or population. The point here is the samples should be the object or the subject which is being studying.

Furthermore, L.R. Gay and Peter Airasian say,

> " Sampling is the process of selecting a number of individuals for a study in such way that the represent the larger group from which they were selected. A sample comprises the individuals, items, or events selected from a larger group referred to as a population. The purpose of sampling is to gained information about the population by using the sample."[13]

The quotation means that Studying of gathering the data from entire population, in fact, not only is it generally not feasible to study the whole population, it is also not necessary. If the population of the interest is large or geographically scattered, study of it would not feasible or would be prohibitively costly and time consuming. If a sample is well-selected, research result based on it will be generalizable to the

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[11] Suharsimi Arikunto, *op.cit.,* p.130
[12] Jhon M. Norris and Lourdes Ortega, *Synthesing Research on Language Learning and Teaching,* (Amsterdam: Jhon Benjamin BV, 2006), p. 67.
[13] L.R. Gay and Peter Airasian, *op.cit,* p. 121.

population. The degree to which sample represents the population is the degree to which results for one are applicable to the other.

There are many kinds of sample as Suharsimi Arikunto says that there are some sampling techniques that usually known, they are: random sampling, cluster sampling, stratified sampling, purposive sampling, double sampling and so on.[14] The quotation means there are some technique of sample that usually uses by researcher, they are random, cluster, stratified, purposive, double sampling and so on.

Sumadi Suryabrata says that random sampling is one of tehnique for getting sample. Here, the member of population have the same oppurtunity to be sample by doing random.[15] It means that random sampling is one of method which is used to take the sample of a research. Random sampling uses when the population have the same characteristic and opportunities (homogenous) to become a sample in a research.

Similarly, Tomal says,

"Random sampling provides a process in which each subject has an equal and independent chance of being selected. Simple random sampling is picking names from a hat. Random sampling is considered one of the best ways to select subjects from a defined population for a study because it provides a high probability that the subjects will represent the entire population."[16]

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[14] *Ibid,* p.95

[15] Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: Raja Grafindo Persada, 2010), p. 35.

[16] Daniel R. Tomal, *Action Research for Education, Second Edition,* (United States of America: Rowman & Littlefield Education, 2010), p.28.

The quotation means that random sampling provides a process in which subject has an equal and independent chance selected of being selected. All of populations are supposed have the same chance and opportunity for being selected the sample of the research because they provide a high probability that the subjects will represent the entire population

Then Suharsimi Arikunto says, "Apabila subjeknya kurang dari 100 lebih baik diambil semua, sehingga penelitiannya merupakan penelitian populasi, tetapi bila jumlah subjeknya besar atau lebih dari 100 dapat diambil antara 10 – 15 % atau 20 – 25 % dari populasi."[17] It means that if the subject is less than 100, it is better to take all so that it is total sampling, if the population, in this case, the researcher takes 31% x 113 = 35 students. The researcher uses random sampling for this research because the data is homogenous and it wants to get various data.

D. **Instrument of Research**

A research must have a good instrument because it is able to guarantee for taking the valid data. In addition, according to Suharsimi Arikunto, "Instrument penelitian merupakan alat bantu bagi peneliti dalam mengumpulkan data."[18] It means that the instrument of the research is a tool

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[17] Suharsimi Arikunto, *Op.cit ,* p. 171
[18] Suharsimi Arikunto, *Op.cit ,* p. 171

of facility which is used researcher in collecting data so that the process is easier and better or more careful, complete and systematic.

Suharsimi Arikunto adds, "Kualitas instrument akan menentukan kualitas data yang terkumpul."[19] It means that instrument is a total which can help to researcher to collect the data or instrument will concern the quality of collected data.

While, Ridwan says, "Instrument data adalah bantuan (alat ukur) yang digunakan oleh peneliti agar penelitiannya menjadi sistematis dan mudah, alat ini dapat berwujud benda."[20] It is clear that researcher collect the data in this research, the researcher divides the instrument into to the research variable.

After finishing specify to the operational definition of both variables, the researcher measures the students ability inword formation by using items from the indicators, that consist of 20 question. It can be seen from the table below:

Table II
The Indicators of the Words Formation Mastery

No.	Indicator	Test rubric	Items	Number of test
1	Compounding	- Noun + noun - noun + adjective - noun + verb	7	1, 2,3 ,4 5, 6, 7
2	Affixation	- prefix	7	8, 9. 10, 11, 12, 13, 14

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[19] *Ibid.* P. 101
[20] Ridwan, *Op.cit ,* p. 54

		- sufix		
3	Reduplication	- reduplication	6	15, 16, 17, 18, 19, 20
Total			20	20

From the table above, the researcher arranged the test of compounding for 7 items. They consisted of the compounding of noun to noun, noun to adjective and noun to verb. Then, for affixation were arranged for 7 items which consisted of prefixes and sufixes. The last for reduplication were arranged into 6 item test.

E. **Technique of Data Collection**

Collecting data in this research done by some written text about variables. The technique to collecting the data of this research is the researcher gives the text to the students, after then the researcher compares all the answer.

The key instruments of this research are the researcher herself. She takes the data by herself and meets the students and the teachers to collect the valid data. Based on the source of the data, the instruments of collecting the data that is used by the researcher is a Test

Uno says: "Tes merupakan suatu pertanyaan, tugas, atau seperangkat tugas yang direncanakan untuk memperoleh informasi yang setiap butir pertanyaan mempunyai jawaban dan memberikan implikasi bahwa setiap butir

tes menuntut jawaban dari orang yang dites."[21] It means that test is an instruments that is systematic procedure that organized as testes numeral.

In order to gather the data accurately on students' ability on word formation, the researcher give a test to thirty five students to produce the words (in word formation).Then the researcher collects their record to analyze their fricative consonants. Appropriate with the instruments of this research, the researcher wants to know the students' ability in word formation.

E. The Hypothesis

Hypothesis is one of the important elements in a research based on the theoretical description and conceptual framework that has been presented. Suliyanto says that jawaban Sementara yang hendak diuji kebenarannya melalui riset.[22] similarly, Suharsimi Arikunto says," Hipotesis dapat diartikan sebagai suatu jawaban yang bersifat sementara terhadap permasalahan penelitian, sampai terbukti melalui data yang terkumpul".[23] It means that hypothesis is not a final answer. so, its need testing. an established the nature of the problem and gives direction to the data gathering process. it will be accepted if the data findings suitable with the hypothesis. Unless, it will be rejected if the data lose from the hypothesis.

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[21] Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar Yang Kreatif dan Efektif,* (Jakarta: Bumi Aksara, 2009), p.71.

[22] Suliyanto, *Metode Riset Bisnis*, (Yogyakarta: C.V Ando Offset, 2009)

[23] Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006), p.71

Furthermore, according to L.R.Gay and others," A hypothesis is a researcher's prediction of the research findings, a statement of the research's expectations about the relations among the variables in the research topic".[24]

Based on previous quotation, the researcher concludes that hypothesis must be testable and corr   ectness based on empirical data and must be formulated simple and limited. To prove is the hypothesis accepted or not, is by consultation to the comparing and criterion, if the fact which is got disputing to the hypothesis. As the opposite will be accepted if the fact supported. in addition, the hypothesis can be formulated as: "The students' ability in using word formation at the sixth semester of TBI IAIN Padangsidimpuan " is in the level of 70-80.

F. Technique for Analysis Data

To analyze the data, the researcher used descriptive analysis. This technique is used give description about mean, median, and mode of students' score on word formation ability.

G. Analysis and Interpretation of the Data

The researcher uses triangulation technique to analyze the data which got by the researcher in this research. The researcher takes many collaborators as the person who expert in analyzing. Moreover, the collaborators are taken to give comparison and suggestion to the researcher in getting data. Thus, the researcher can analyze the data with objective rule. Furthermore, to give

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[24] Gay, et.al., *Educational Research*, (New Jersey: Pearson, 2009). p.70

interpreation of the data which got from the students the researcher consulte them into the following table.

Table 3
Category of Score

No.	Score	Category
1.	80 – 100	Excelent
2.	70 – 79	Good
3.	60 – 69	Enough
4.	50 – 59	Bad
5.	0 – 49	Fail

(Syah, 2010: 151)

After succeeding to manage the gathered data, the next step was to analysis the data coming from research of test, as effort to get the accurate conclusion. Ther3efore, ther researcher used z score formula:

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

If $Z_{score} > Z_{table}$ so, the hypothesis was rejected, and if $Z_{score} < Z_{table}$ so, the hypothesis was accepted.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Description of the Data

The research was conducted in the grade Six Semester of IAIN Padangsidimpuan. In collecting the data, the researcher gave the test to the students to get the data about word formation ability. It can be served on the following table:

Table 4: The Data of Word Formation Ability at the Six Semester of IAIN Padangsidimpuan

No.	Sutudent Name	Score
1.	Ade Efrina Nasution	90
2.	Afriyanisyah	75
3.	Agus Suhariyanto	70
4.	Annisyah Ritonga	75
5.	Effrida Yanti Sirgear	90
6.	Elvi Yunita	75
7.	Fadilah	80
8.	Feri Fernando	70
9.	Fitriani Harahap	90
10.	Fitri Rahma Handayani	75
11.	Herliani Nasution	80
12.	Irma desita Pane	85
13.	Latifah Annur Nst	75
14.	Lia Rahayu Koto	85
15.	Loli Shinta	70
16.	Maria Ulfah	85
17.	Nikmah Anriyani	90
18.	Nur Aliyah	85
19.	Nur Atikah	80
20.	Nur Aliyah Batubara	75
21.	Nur Daimah	75
22.	Nur Ikhlas	75
23.	Patimah Handayani	65
24.	Putri Mulia	85

25.	Rahmadani Safitri	85
26.	Rini Yulan Sari	90
27.	Risma Isnaeni	75
28.	Riska Aulia	85
29.	Ronni Febri Yanna Dly	85
30.	Siska Wahyu Dalimunthe	80
31.	Siti Isma Sari Lubis	85
32.	Wika Binduri	65
33.	Wilda Sari wahyuni	75
34.	Yuliana Pakpahan	80
35.	Zainuddin Hasibuan	75
	Totals	*2780*

B. Students' Result in Word formation Ability

After collecting the data, the researcher found that the lowest score of the students in word formation ability the lowest score is 65 and the highest score is 90. In order to know the description of the data, after doing calculation, it was found that the average or mean was 79.43, the median was 75 and the mode was 75.

1. Mean

Mean is the numeral that represent to all the data in average. The mean was very important because to know the average of the students' value. The calculation can be seen on the following:

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

Where:

M = students' mean score

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

N = the number of students

$$M_x = \frac{2780}{35}$$

$$= 79.43$$

From on the calculation above, the researcher had found that the mean was 79.43. The students' score shown that their weaknesses was in afixation. Thus, thes students needed to master more about afixation in order to increase their achevement in word formation ability.

2. Median

Median is the middle score or the center of value which was taken from the rows data. The data must have arrangement from lowest to the highest score. As showed in the previous table, it was word formation ability. The data were: 65 – 65 – 70 – 70 – 70 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 80 – 80 – 80 – 80 – 80 – 85 – 85 – 85 – 85 – 85 – 85 –85 – 85 - 90 – 90 – 90 – 90 – 90 – 90.

Median of the data was 75. Median took from devided the all data into two part. And then, took the score in the midle.

3. Mode

Mode is the most appearance score of the data. As showed in the previous table, it was word formation ability. The data were: 65 – 65 – 70 – 70 – 70 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 75 – 80 – 80 – 80 – 80 – 80 – 85 – 85 – 85 – 85 – 85 – 85 –85 – 85 - 90 – 90 – 90 – 90 – 90 – 90.

Mode of the data was 75. Thus, the most appearance score was

75.

In order to be brief and clear it can be seen on the following table:

Table 5: Mean, Median and Mode Scores in Word Formation Ability at the Six Semester of IAIN Padangsidimpuan

No.	*Items*	*Scores*
1	Mean	79.43
2	Median	75
3	Mode	75

The following table shows the data distribution for the students in

word formation ability.

$$R = 90 - 65 = 25$$
$$K = 1 + 3.3 \log n$$
$$= 1 + 3.3 \ \log 35$$
$$= 1 + 3.3 \ (1.56)$$
$$= 1 + 5.148$$
$$= 6. \ 148$$
$$= 6$$
$$i = R/K$$
$$= 25/6$$
$$= 4.1$$

**Table 6 : The Distribution Frequency in Word formation Ability at the
Six Semester of IAIN Padangsidimpuan**

Class Interval	Frequency	Relative Frequency
90 – 94	6	17.14%
85– 89	8	22.86%
80 – 84	5	14.28%
75 – 79	11	31.42%
70 – 74	3	8.57%
65 – 69	2	5.71%
Total	*35*	*100%*

Based on the frequency distribution above, the researcher has found
that the student who got the score 90 – 94, they were 6 student or 17.14%,
while the students who got the score 85 - 89, they were 8 students or 22%, the
score 80-84 were 5 students or 14.28%, the score 75 - 79 were 11 students or
31.42%, the score 70 – 74 were 3 students or 8.57%%, and the score of 65 -
69 were 2 students or 5.71%.

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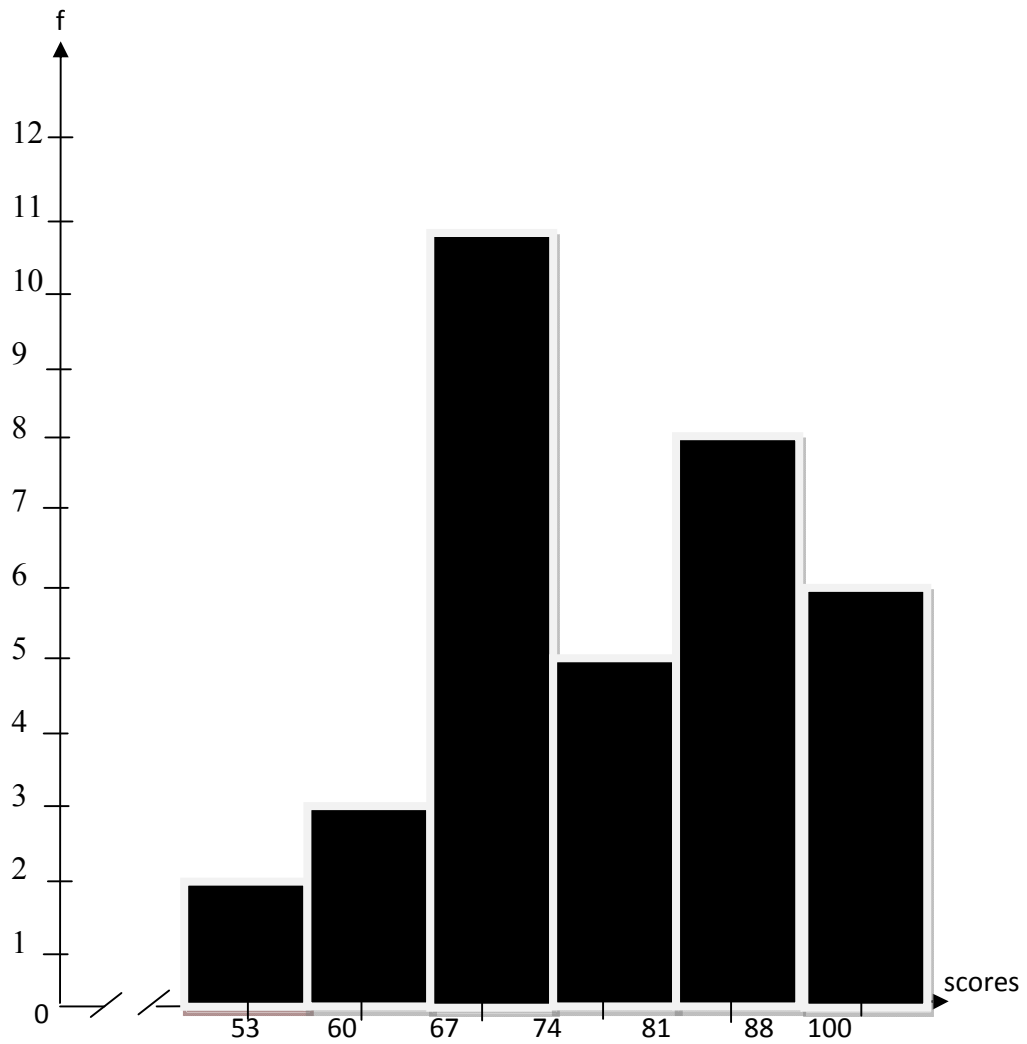researcher presents them in histogram in the following figure:

Figure 1 : Histogram Frequency of Word Formation Ability at the Grade Six Semeter of IAIN Padangsidimpuan

From the figure above, the researcher made inferences that:

- Brown was the lowest score got by 2 students.

- Yellow was the midel score, got by 5 students

- Blue was the highest score, got by 11 students

C. Hypothesis Testing

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

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

$$z = \frac{\frac{5}{35} - 0.79}{\sqrt{\frac{0{,}79(1-0.79)}{35}}}$$

$$z = \frac{0.05}{\sqrt{\frac{0.17)}{35}}}$$

$$z = \frac{0.05}{\sqrt{0.005}}$$

$$= \frac{0.05}{0.071}$$

$$= 0{,}704$$

Based on the calculation above, the researcher concludes that Z_{count} = 0,704, Z_{table} = 3,26 by the level of significant 0.05. It meant that the result of the hypothesis was accepted. It indicated that the students writing word formation ability is in the range of 70-80.

D. Discussion

Even though all of the ways had tried by the researcher to be better in this research, the researcher realized that this research is far from perfect, .In this case the researcher states, that the researcher can not make good instrument because unless of researcher's reference, although the researcher has weakness, the students answered the test based on their ability or they did the test in correctly way.

There are many mistakes and the weaknesses, such as the lack of the knowledge, instrument are not good, the lack in calculation and analysis data and so forth. All of the mistakes and the weaknesses are caused by the limitation of the time, knowledge, and the references that can be used to support this research. In spite of those weaknesses however the researcher can make it as the first experience to do further research. Hopefully this research might be as a reference for other researches in carrying with another research.

At last, the researcher hopes that this research can be used to solve the educational problems especially in writing word fomation ability.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of this research above, the researcher made conclusion that the tenth grade students of Six Semester of IAIN Padangsidimpuan got 79.43 in test of students'word formation ability. Based on $Z_{score} < Z_{table,}$ it means that the students' ability in word formation is in the level 70-80 of sixth semester students TBI.

B. Suggestions

Based on the explanation above, the researcher gave many suggestions as following:

1. Students should keep their result in word formation ability.

2. Teacher should know the method which was suitable for students in learning process, in order students could improve their ability in mastering word formation.

3. Another researcher could apply the result of this research as ground to make other research, especially in teaching writing word formation.

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