



**AN ANALYSIS ON STUDENTS' WORD FORMATION  
AT THE FIFTH SEMESTER TBI IAIN  
PADANGSIDIMPUAN**

**A THESIS**

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

**Written By :**

**HERLINDA POHAN**  
Reg. No. 10 340 0006

**ENGLISH EDUCATION DEPARTEMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
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Advisor I

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PADANGSIDIMPUAN**

2015

Term : Thesis  
a.n. Herlinda Pohan  
Items : 7 ( Seven) Exemplars

Padangsidempuan, April 7<sup>th</sup> 2015

To :  
Dean Tarbiyah and Teacher  
Training Faculty

in-

Padangsidempuan

*Assalamu' alaikum Wr.Wb.*

After Reading, studying and giving advice for necessary revision on thesis belongs to HERLINDA POHAN, entitled "*An Analysis on Students' Word Formation at the Fifth Semester TBI IAIN Padangsidempuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education ( S.Pd.I ) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu' alaikum Wr. Wb.

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## DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

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The Title of Thesis : **AN ANALYSIS ON STUDENTS' WORD  
FORMATION AT THE FIFTH SEMESTER  
TBI IAIN PADANGSIDIMPUAN**

I here by declare that I have arranged and witten the thesis by myself, without asking for illegal help from the other except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14. Verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness decrading to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 12<sup>th</sup> February 2015



Declaration Maker,

**HERLINDA POHAN**

**Reg. No. 10 340 0006**

## AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

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As Academic Civity of The State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : HERLINDA POHAN  
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Kind : Thesis

To develop science and knowledge, I here by declare that I present Islamic Studies Padangsidimpuan **Non-exclusive Royalty Right** on my thesis with entitled :  
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Above all, thus statement is made trueheartedly to be used properly.

Made in : Padangsidimpuan

Date : 07<sup>th</sup> April 2015

Signed



*Herlinda Pohan*

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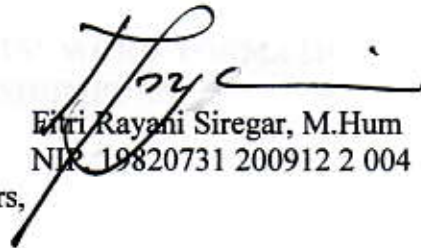


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Place	: Padangsidimpuan
Date	: February , 23 <sup>rd</sup> 2015
Time	: 09.00 until finish
Result/Mark	: 74.12 (B)
Cumulative Achievement Index	: 3.49
Predicate	: Amat Baik





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**LEGALIZATION**

**Thesis : AN ANALYSIS ON STUDENTS' WORD FORMATION AT THE FIFTH SEMESTER TBI IAIN PADANGSIDIMPUAN.**

**Written By : HERLINDA POHAN**

**Reg. No. : 10 340 0006**

**The Thesis had been accepted as a Partial Fulfillment of the Requirement for the Degree of Graduate of Islamic Educational Scholar (S.Pd.I) in English**

Padangsidimpuan, 21 April 2015



**Hj. ZULHIMMA, S. Ag., M. Pd.  
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### **In the name of Allah, the Beneficent and the Merciful**

Praise is to Allah lord of the world who has bestowed upon me in completing this thesis. Peace and blessing upon prophet Muhammad SAW, his families, his companies, and his followers. In writing this thesis, I am assisted by some people and institutions. Therefore, in this opportunity I would like to say thanks to them. In truth, this thesis can't be completed without a great deal of help from many people, they are:

1. Dr. H. Ibrahim Siregar, MCL., as the Rector of State Institute for Islamic Studies Padangsidempuan.
2. Mrs. Hj. Zulhimma, S.Ag, M.Pd., as the Dean of Tarbiyah and Pedagogy Faculty.
3. Mrs. Rayendriani Fahmei Lubis, M.Ag., as the Leader of English Education Department.
4. Dr. Mahmuddin Siregar M. A, as the first advisor.
5. Mrs. Fitri Rayani Siregar, M.Hum., as the second advisor.
6. All lecturers and staffs in English Education Department who had give their valuable, advice, and cooperative.
7. Chief of IAIN Padangsidempuan Library (Yusri fahmi, S.Ag,S.S, M.Hum.,) and his staffs for their cooperative and permission to use many books of this library.

8. My beloved father (Rondon Pohan) and my beloved mother (Ermiami Munte) have given support, motivation, always give their materials, prays, motivation, and moral encouragement to finish my study.
9. Thanks are due to all of my best friends Anna fitriani, Fitrah thiadara, Hairunnisah, Mahda sari bulan, Miftahul Hidayah, Minarti, Misbah, Muhammad syukur, Nurhamidah, Nurhati, Nurhakimah, Nurhanifa, Nurhayati, Rita Juliana Ritonga, Sara Elmida, Sabban simbolon, Suryani Harahap, Titi Madaira Harahap, Wardatul fadhila, Widya Noor all of TBI-1, TBI-2, and TBI-3 thanks for your help, patience and care to support to finish my study.

May Allah, The almighty bless them all, Amin.

Padangsidempuan, 12<sup>nd</sup> February 2015

The Writer



**HERLINDA POHAN**

**Reg. No. 10 340 0006**

## ABSTRACT

NAMA : **HERLINDA POHAN**  
NIM : 10 340 0006  
FAKULTAS/JURUSAN : TARBIYAH DAN ILMU KEGURUAN/TBI-1  
JUDUL SKRIPSI : **AN ANALYSIS ON STUDENTS' WORD  
FORMATION AT THE FIFTH SEMESTER TBI IAIN  
PADANGSIDIMPUAN.**

The problem on the research is the students of the fifth semester TBI IAIN Padangsidimpuan do not use English well daily life and students do not develop the four skills because they are lack of vocabulary and find difficulties in new word mastery, also they do not understand about word function .

The method research is done with descriptive analysis and qualitative approach. Descriptive research involves collecting data in order to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research. The source of the data is purposive sampling, there are 30 students from 90 students at the fifth semester students of English Education Study Program (TBI) IAIN Padangsidimpuan. Collecting data, the research is done the instrument of the research such as observation, test and interview for the students and lecturer about students' of word formation especially in suffix. Data processed and analyzed is done qualitative process. Based on the result of research, researcher is found that the students' of word formation especially at fifth semester students of English Study Program (TBI) IAIN Padangsidimpuan, students' are lack in word formation, especially in suffix, how to noun forming, verb forming, adjective forming, and adverb forming. It could seen from the students' score are enough categories (47,58%); The difficulties of the students' in word formation is the students' difficulties to memorize meaning of suffix, kinds of suffix, that is how to change word function. Like as, how to change noun be adjective, adjective be adverb etc. Besides, students are lazy to practice about suffix. And they don't applicate their knowledge in habitually.

The lecturer's efforts to overcome students' difficulties in an analysis on students' word formation at the fifth semester TBI IAIN padangsidimpuan there are : Explaining theoretical about suffix, Giving photocopy and exercise about suffix. Commanding students to read dictionary. Asking students to memorize kinds of suffix. Ordering students to search learning suffix directly from internet. Finally, motivating students in learning process.

## CURRICULUM VITAE



### A. Identity

Name : HERLINDA POHAN  
Nim : 10 340 0006  
Place and Birthday : Bandar Durian, 11<sup>th</sup> January 1991  
Sex : Female  
Religion : Moslem  
Address : Jln. Adam Malik, Kab. Labuhan Batu Raya

### B. Parent

1. Father's name : Rondon Pohan
2. Mother's name : Ermiami Munthe

### C. Educational Background

1. Graduated from Elementary School SD Negeri 112134 Rantau Prapat 2003.
2. Graduated from Islamic Boarding School SMP N 2 Rantau Utara 2006.
3. Graduated from Islamic Boarding School SMA N 2 Rantau Utara 2009.
4. Educational English Department of Tarbiyah and Teacher Training Faculty at IAIN Padangsidimpuan

## **APPENDIX I**

### **OBSERVATION GUIDANCES**

1. Location of IAIN Padangsidempuan
2. Condition of TBI Class IAIN Padangsidempuan
3. Totality students of TBI IAIN Padangsidempuan
4. List of Students score in Learning Morphology

APPENDIX II

No. Absent :

TEST

Chosee the right answer

1. Many people go to see ( perform) of wayang at pendopo Yogyakarta. Which of the following below suffix suitable with bracket ?
  - a. ance
  - b. ed
  - c. ing
  - d. ment
2. ( Independent) day of Indonesia at 17 August every year's. Which of the following below suffix suitable with bracket ?
  - a. ence
  - b. ist
  - c. ly
  - d. ian
3. There are many different ways to ( class) areas of English Grammar. Which of the following below suffix suitable with bracket ?
  - a. En
  - b. Ify
  - c. Less
  - d. Ize
4. He has a ( logic) sequence of thoughts . Which of the following meaning of suffix suitable with bracket ?
  - a. al
  - b. ic
  - c. ly
  - d. ian
5. The facebook is created by a ( program) Which of the following below word formation suitable with bracket ?
  - a. ic
  - b. ing
  - c. er
  - d. ed
6. The government will plan to ( auto) a library in center city. Which of the following below suffix of verb forming suitable with bracket ?
  - a. ate
  - b. ic
  - c. ly
  - d. ion
7. Albert Einstein is a \_\_\_\_\_ in the world . Which of the following below word formation of noun forming suitable with blank?
  - a. Philosopist
  - b. Scientist

- c. Doctor  
d. Lawyer
8. Some \_\_\_\_\_ is distributed by delivery man on sidewalk. Which of the following below word formation of adjective forming suitable with blank ?
- Magazine
  - Newspapers
  - Circular
  - Paper
9. Soekarno was very \_\_\_\_\_ in announced independence day on Pegangsaan timur street some years' ago. Which of the following below word formation of adjective forming suitable with blank ?
- Heroic
  - energetic
  - activated
  - happily
10. Inneke Koeshrawati always drinks medicinal herbs. She is \_\_\_\_\_ protect her body (natural) ? which of the following below suffix suitable with bracket?
- ly
  - ness
  - ion
  - ize
11. A ( electric ) is called to repair some electric switch on Jamin Ginting street. Which of the following below suffix suitable with bracket ?
- ian
  - ly
  - ty
  - ion
12. A small house like this not ( compare ) to a palace. Which of the following below suffix suitable with bracket ?
- Able
  - ed
  - ive
  - ly
13. ( Deforest ) will cause environmental Depletion. Which of the following below suffix suitable with bracket?
- ing
  - ed
  - ly
  - ion
14. He told her that he ( sympathy ) with her problem but couldn't do anything to \_\_\_\_\_ help? which of the following the suffix suitable with the bracket ?
- En
  - Ify
  - ize
  - less



15. Ten is (divisi) \_\_\_\_\_ by two. Which of the following below suffix suitable with the blank?
- ible
  - ed
  - al
  - tion
16. You can throw it away, it doesn't anywhere. Its \_\_\_\_\_. Which of the following below word formation of suffix suitable with blank?
- Useless
  - Painful
  - Predictable
  - correctly
17. Human Immune Virus can be \_\_\_\_\_ to our body. Which of the following below word formation of adjective forming suitable with blank?
- Dangerous
  - Dangerously
  - Scabis
  - Infixible
18. The cell of body human \_\_\_\_\_. Which of the following below word formation of noun forming suitable with blank?
- Multiplexing
  - Contains
  - Kinds
  - various
19. My belt feels a bit tight after that huge kunch. I think I'll have to ( loose) it a little. Which of the following below suffix suitable with bracket?
- ify
  - en
  - ize
  - less
20. I must go to the dentist but I'm scared because my tooth is \_\_\_\_\_. Which of the following below word formation suitable with the blank?
- Painful
  - Hopeful
  - Tactful
  - Powerful
21. You must create ( pleasure) in each base point this life. Which of the following below suffix suitable with bracket?
- ment
  - less
  - er
  - ing
22. PBB will \_\_\_\_\_ a meeting country in North Island next week. Which of the following below word formation of verb forming suitable with blank?
- Organize

- b. Arrange
- c. Practicely
- d. happily

23. You can throw it away, it doesn't anywhere. Its \_\_\_\_\_. Which of the following below word formation of adjective forming suitable with blank?
- a. Useless
  - b. Painful
  - c. Predictable
  - d. Correctly
24. \_\_\_\_\_, this not home age of mistycal, but this is real world. which of the following below word formation of adverb forming suitable with blank?
- a. Logically
  - b. Hopefully
  - c. Logician
  - d. Actually
25. Barra Prima is a well known \_\_\_\_\_ at media television. Which of the following below word formation of noun forming suitable with the bracket?
- a. personally
  - b. personality
  - c. artist
  - d. celebared
26. you must invest a \_\_\_\_\_ each day in your life. So, you must remember Allah wherever you are there. Which of the following below word formation of noun forming suitable with the blank?
- a. Benefaction
  - b. Gooddeed
  - c. Virtue
  - d. goodness
27. Many people pilgrimage to Meccah, because Kabbah have \_\_\_\_\_ to everybody in the world. Which of the following below word formation of noun forming suitable with the blank?
- a. Strongly
  - b. Beautifully
  - c. Interesting
  - d. Magnetism
28. If you want to go a department store, you must look for a \_\_\_\_\_ dress. Which of the following below word formation of adjective forming suitable with blank?
- a. Yellowish
  - b. yellowness
  - c. bluecollar
  - d. blueberry

29. It is nine kilometres from here to the post office. So, you must run \_\_\_\_\_. Which of the following below word formation of adverb forming suitable with blank?
- Quickly
  - Slowly
  - Really
  - Enjoyly
30. It's not easy to \_\_\_\_\_ correctly. Which of the following below word formation of adjective forming suitable with blank?
- Payment
  - Calculate
  - Computed
  - Amountly
31. \_\_\_\_\_ of heaven to moeslem's in the world. Which of the following below word formation of adjective forming suitable with the blank?
- Kingdom
  - Whole world
  - Wordly
  - Profane
32. They make no special demands \_\_\_\_\_. Which of the following below word formation of adverb forming suitable with blank?
- food-wise
  - restaurant
  - instant
  - electrician
33. Turn your key ( clock) to open the trunk. Which of the following below suffix suitable with bracket?
- wise
  - ly
  - ing
  - er
34. How many salaries payable of this firm. You must \_\_\_\_\_ totality. which of the following below word formation of verb forming suitable with blank?
- Calculate
  - Payment
  - Quantification
  - counting
35. There's a good \_\_\_\_\_ at university. Which of the following below word formation of noun forming suitable with blank?
- Intern
  - Personal
  - Relationship
  - communication

36. An analysis on student ability in \_\_\_\_\_consonant at second semester of TBI IAIN Padangsidempuan. Which of the following below word formation of verb forming suitable with blank ?
- Fricative
  - vowel
  - diphthongs
  - soundly
37. The Avocado can( humid) \_\_\_\_\_dry skin . Which of the following below word formation suitable with the blank?
- ify
  - ty
  - ion
  - field
38. The cone can be sliced\_\_\_\_\_ Which of the following below word formation of adverb forming suitable with the blank?
- Lengthwise
  - Shortly
  - Crossed
  - Wisely
39. The participant must ( quick) \_\_\_\_\_ to get a victory. Which of the following below suffix suitable with blank?
- ly
  - en
  - er
  - st
40. The condition of dayak ethnics are still \_\_\_ at kalimantan province. Which of the following below word formation of adjective forming suitable with blank ?
- Primitive
  - Organizator
  - Countrified
  - Intelectual

**APPENDIX III**

**KEY OF ANSWERS**

1. A
2. A
3. D
4. A
5. C
6. A
7. B
8. C
9. B
10. A
11. A
12. A
13. D
14. B
15. A
16. A
17. A
18. A
19. B
20. A
21. A
22. A
23. A
24. A
25. B
26. D
27. D
28. A
29. A
30. C
31. A
32. A
33. A
34. A
35. C
36. A
37. A
38. A
39. B
40. A

APPENDIX IV

INTERVIEWS

A. Interview to the teacher

1. What do you think about English of students in IAIN/PSP?
2. How is ability of the students in study english/specially in morphology?
3. How ability of students especially in word formation?
4. What are your strategies to teach word formation, especially in Suffix at ERB year students of English Education Study Program (ERB IAIN Pedagogidempun)?
5. How is the ability of the students in word formation, especially in suffix at ERB year students of English Education Study Program (ERB IAIN Pedagogidempun)?
6. What are the difficulties of the students ability in word formation, especially in Suffix at ERB year students of English Education Study Program (ERB IAIN Pedagogidempun)?
7. What are your efforts to overcome students' difficulties in Suffix at ERB year students of English Educational Study Program (ERB IAIN Pedagogidempun)?
8. How are values' students in word formation especially in suffix? Could you explain about percentages' of students?

## APPENDIX IV

### INTERVIEWS

#### A. Interviews to the lecturer

1. What do you think about English of students in IAIN PSP?
2. How is ability of the students in study english?especially in morphology?
3. How ability of students especially in word formation?
4. What are you strategies to teach word formation. Especially in Suffix at fifth year students of English Education Study Program (TBI) IAIN Padangsidempuan?
5. How is the ability of the students in word formation. Especially in suffix at fifth year students students of English Education Study Program (TBI) IAIN Padangsidempuan?
6. What are the difficulties of the students ability in word formation. Especially in Suffix at fifth year students students of English Education Study Program (TBI) IAIN Padangsidempuan?
7. What are you efforts' to overcome students' difficulties in Suffix at fifth year students students of English Educational Study Program (TBI) IAIN Padangsidempuan?
8. How are values' students in word formation especially in suffix? Could you explain about percent values' of students?

## **B. Interview to the Students**

1. What do you think about learning morphology? could you explain it ?
2. What do you think about word formation? could you explain it ?
3. What do you know about you kinds of word formation procesess?especially affixation
4. How is your ability in suffix of word formation? could you explain it ?
5. What do you know about categorized of suffix?
6. What are the difficulties you in suffix of word formation?
7. What are your efforts' in Suffix?
8. How many percent your comprehending of word formation?

Appendix V

Respondent Answer of Each Item Number

Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2,5	2,5	0	0	2,5	0	2,5	0	0	2,5	0	2,5	0	0	2,5	2,5	0	0	0	2,5
2	2,5	0	0	2,5	0	0	0	0	2,5	2,5	0	2,5	0	0	0	2,5	0	0	0	2,5
5	2,5	0	0	0	2,5	0	2,5	0	0	2,5	2,5	2,5	2,5	0	2,5	0	0	2,5	0	2,5
7	2,5	2,5	0	2,5	0	0	2,5	0	0	2,5	0	2,5	0	0	2,5	2,5	0	0	0	2,5
9	2,5	0	0	0	0	0	2,5	0	2,5	0	0	0	0	0	0	0	0	0	0	2,5
10	2,5	2,5	0	0	2,5	2,5	2,5	0	2,5	2,5	2,5	0	0	0	2,5	2,5	2,5	2,5	2,5	0
12	2,5	2,5	2,5	0	2,5	0	2,5	2,5	0	0	0	0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5
15	2,5	2,5	0	0	0	2,5	2,5	0	0	0	0	0	0	2,5	2,5	2,5	2,5	2,5	0	0
16	2,5	2,5	0	0	0	0	0	0	2,5	2,5	2,5	0	0	0	2,5	2,5	2,5	2,5	0	2,5
17	2,5	2,5	0	0	0	2,5	2,5	0	0	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	0	0
19	2,5	2,5	0	0	0	2,5	2,5	0	0	0	0	0	0	2,5	2,5	0	0	2,5	0	0
22	2,5	0	0	2,5	2,5	2,5	2,5	0	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5
23	2,5	2,5	0	0	2,5	0	2,5	0	0	2,5	2,5	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0
24	2,5	2,5	0	2,5	2,5	0	2,5	0	2,5	2,5	2,5	0	0	0	0	2,5	2,5	2,5	0	2,5
25	2,5	2,5	0	0	0	0	0	0	0	2,5	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	0
26	2,5	2,5	0	2,5	0	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	0
27	2,5	2,5	0	0	2,5	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5
28	2,5	2,5	0	0	2,5	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	0
29	2,5	2,5	0	0	0	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	0
30	2,5	2,5	0	0	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	0
31	0	2,5	0	2,5	2,5	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	2,5
33	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	2,5	2,5	0	0	0	0	2,5	2,5	2,5	0	0
34	0	2,5	0	0	0	0	2,5	0	2,5	2,5	0	2,5	2,5	2,5	0	2,5	2,5	2,5	0	2,5
35	2,5	0	0	2,5	2,5	0	2,5	0	0	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	0	2,5
36	2,5	2,5	0	2,5	2,5	0	0	0	0	2,5	2,5	2,5	2,5	0	2,5	0	0	2,5	0	2,5
37	2,5	0	0	0	0	0	0	0	0	2,5	2,5	2,5	2,5	0	0	0	4,5	0	0	4,5
38	2,5	2,5	0	2,5	2,5	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	0	2,5	2,5	2,5	0	2,5







Number	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Sum
1	2,5	0	2,5	2,5	0	0	0	0	2,5	0	0	0	0	0	2,5	0	0	0	2,5	2,5	40
2	2,5	0	2,5	0	2,5	0	2,5	0	2,5	0	2,5	0	2,5	0	0	0	2,5	0	0	2,5	40
5	2,5	0	2,5	0	0	0	0	0	2,5	0	0	0	0	0	2,5	0	0	2,5	0	2,5	40
7	2,5	0	2,5	2,5	0	0	0	0	2,5	0	0	0	0	0	2,5	0	0	2,5	0	2,5	40
9	0	0	2,5	0	0	0	0	0	0	0	0	0	2,5	2,5	2,5	0	0	0	0	2,5	22,5
10	2,5	2,5	0	2,5	2,5	0	2,5	2,5	2,5	0	0	0	0	0	0	0	0	0	0	2,5	55
12	0	0	2,5	0	0	0	2,5	2,5	2,5	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	2,5	2,5	62,5
15	0	0	0	0	0	0	2,5	2,5	2,5	0	2,5	0	0	0	0	2,5	0	2,5	0	2,5	40
16	0	2,5	2,5	2,5	2,5	2,5	2,5	0	0	0	2,5	2,5	0	0	2,5	2,5	2,5	0	0	2,5	55
17	2,5	2,5	2,5	2,5	0	0	0	0	0	0	2,5	0	0	0	2,5	2,5	2,5	2,5	2,5	2,5	40
19	0	0	0	0	0	0	2,5	2,5	2,5	0	0	2,5	2,5	0	0	0	2,5	2,5	0	2,5	65
22	2,5	0	2,5	0	0	0	2,5	2,5	2,5	0	0	0	0	0	0	0	2,5	2,5	2,5	2,5	45
23	2,5	0	2,5	2,5	0	0	2,5	0	2,5	0	0	0	0	0	0	0	2,5	0	0	2,5	47,5
24	2,5	0	2,5	2,5	2,5	2,5	0	0	2,5	2,5	0	0	0	0	0	0	2,5	2,5	2,5	0	52,5
25	0	0	2,5	2,5	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	0	0	2,5	2,5	2,5	0	2,5	62,5
26	2,5	2,5	2,5	2,5	2,5	0	0	2,5	2,5	0	0	0	0	2,5	2,5	0	0	0	0	2,5	50
27	2,5	2,5	0	0	0	0	2,5	2,5	2,5	2,5	0	0	0	0	0	0	0	0	0	2,5	45
28	2,5	0	0	2,5	0	0	0	0	0	0	0	2,5	2,5	2,5	0	2,5	2,5	2,5	0	2,5	57,5
29	0	0	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	0	0	0	0	0	2,5	2,5	2,5	2,5	62,5
30	2,5	0	2,5	0	0	2,5	2,5	2,5	0	2,5	0	0	0	0	0	0	2,5	2,5	0	2,5	52,5
31	2,5	2,5	2,5	0	0	2,5	2,5	0	2,5	0	2,5	0	0	2,5	0	2,5	2,5	0	2,5	0	47,5
33	0	0	2,5	2,5	0	0	2,5	0	2,5	2,5	2,5	0	0	0	0	0	0	0	0	2,5	52,5
34	2,5	0	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	0	0	0	0	0	2,5	2,5	0	0	47,5
35	2,5	0	0	0	0	0	0	0	2,5	0	2,5	0	0	0	0	0	0	2,5	2,5	0	52,5
36	2,5	2,5	0	0	0	0	0	0	0	0	0	0	0	2,5	0	2,5	0	2,5	0	2,5	40
37	2,5	0	2,5	0	0	0	0	0	2,5	0	2,5	0	0	0	2,5	0	0	2,5	2,5	2,5	40
38	0	2,5	2,5	2,5	0	2,5	2,5	0	2,5	0	2,5	2,5	0	2,5	0	2,5	2,5	0	2,5	0	60
39	2,5	2,5	0	0	0	0	0	0	2,5	0	2,5	0	0	0	0	0	2,5	0	0	2,5	40
40	0	0	0	2,5	0	2,5	2,5	2,5	0	2,5	0	0	2,5	2,5	0	2,5	2,5	0	2,5	2,5	57,5

## CHAPTER I

### INTRODUCTION

#### A. Background of Problems

Language is the most important instrument of human communication because people need to communicate each other to deliver and to get information. Understanding of language as the social function becomes the main purpose of human life to interact with others. Language is acquired by all people in the same way. When people use a language, they do more than just try to get another person to understand the speaker's thoughts feelings.<sup>1</sup>

Language can be used both in oral and written forms based on their contexts. While from its context, language can be used in formal and informal situations. People usually use formal or standart language in formal one. The development of language itself happen through development of human social life.

Language itself of some parts, such as morphemes, words, sentence, etc. Language consists of two aspect namely form and meaning, the smallest meaningful unit in language is morpheme, and morpheme is the smallest meaningful unit part into which a word. A morpheme can stand by itself is called free morpheme and another one cannot stand and it must be attached to

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<sup>1</sup>Ralfh Fasold, *The sociolinguistics of Language : Introduction to Sociolinguistics Volume II*, ( USA : Basic Blacwel inc, 1990), p. 1.

another element is bound morpheme.<sup>2</sup> Bound morphemes consist of inflectional and derivational morphemes. Bound morphemes are also called affixes which can be prefixes, infixes, or suffixes. English makes use of derivational morphemes to create more words than would exist with only free morphemes and inflectional morphemes are those which do not create new meaning.

English vocabulary needs words. The term word is used to designate an intermediate structure smaller than a whole phrase and yet generally larger than a single sound segment.<sup>3</sup> Word as a part of language has an important role in forming a language. Whereas, words are the basic units of analysis and potentially complex units and are composed of even more basic units. It is used to build sentences, those millions of words come from. People as the users of language sometimes don't think about how a language is formed. There are millions of words used by people now. Everytime people get more about new words unless they know the way it happens.

On the other hand, word is part of everyone's vocabulary. That's why each word must be comprehensible. It involves about what is more, how about think it in some level, and how to show an ordinary notion, it can be made more precise. Besides, it is also involves teasing apart the bundle of ingredients that go to make up the notion, showing how these ingredients

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<sup>2</sup> R Sibarani, *An Introduction to Morphology* (Medan : Penerbit Poda, 2006), p. 43.

<sup>3</sup> Howard Jackson & Etienne Ze' Ampela, *Words, Meaning and Vocabulary* (London and New York : Cassel, Th), p.48.

interact and introducing ways of talking about each one separately. How using term word in everyday conversation in more formal contexts, it such as literary criticism or English language study. Talking about words more confidently, knowing exactly which ingredients of the notion in mind at any one time and its necessary to use appropriate terminology in order to make comprehending absolutely clear.

Furthermore, each of new words are derived or otherwise formed simply because new things need new words, because of new invention and changes that every language is in need of new words formed simply because new things need new words. For example, if there is a community found a new thing and they do not recognize that thing. In the past and the present, people still used variety of methods to create new words. So, it is very important to know word formation. By word formation uses language material words and morphemes to create new lexical items.<sup>4</sup> Because it is a process consists of a combination of morpheme and how new words out of sequences of morphemes or words. In English, word formation has got a great importance. Because, the resources of this language have been enriched by this phenomenon as well as by borrowing from various other languages.

Word formation is a classification of morphology. Morphology is the study of how words are put together, whereas morphology is studies of word formation. Its about structure of words. Some words can be divided into parts

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<sup>4</sup> *Ibid.*, p. 44.

which still have meaning. But, some words have meaning only when it used with other words.

The researcher has observed the result score of students' in learning morphology at fourth semester especially at TBI- 2 class. The students get standart score. Their score is on the average 70 until 76.<sup>5</sup> So, they are not get excellent scores. They just got good category ( B). In conclusion, they still got standart level between other TBI at fourth semester.

In fact, students feel difficult to understand affixation . At the same time, researcher has interviewed the morphology lecturer at TBI 2 , she is Mrs. Fitri Rayani Siregar, M.Hum. She said based on the result score, their ability in word formation still low, they are lazy to do exercise word formation especially in suffix.<sup>6</sup> Furthermore, The researcher also ask some question to some students of fifth semester TBI 2-IAIN Padangsidimpuan. First Elly Setiawaty said that she is still lack of vocabulary. <sup>7</sup> Second, Rosmaini Lubis said that she is very difficulties to understand part of speech to develop by word formation<sup>8</sup>. Third, Sastra Winata said that he is very difficulties to differ between prefix and suffix.<sup>9</sup> The last, Ummu habibah said

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<sup>5</sup> *Daftar Kumpulan Nilai Mahasiswa Tadris Bahasa Inggris* (IAIN Padangsidimpuan, Tahun Ajaran 2013/2014).

<sup>6</sup> Mrs Fitri Rayani Siregar, M.Hum, Morphology Lecturer TBI-2 IAIN Padangsidimpuan, *Private Interviews*, at November 27<sup>th</sup> 2014.

<sup>7</sup> Elly Setiawaty, Students of TBI-2, *Private Interview*, November 7<sup>th</sup> 2014.

<sup>8</sup> Rosmaini Lubis, Students of TBI-2, *Private Interview*, November 7<sup>th</sup> 2014.

<sup>9</sup> Sastra Winata, Students of TBI-2, *Private Interview*, November 7<sup>th</sup> 2014.

that she is very confuse to understand word formation in English.<sup>10</sup> So, in essentials that students feel difficulties to understand word formation. The researcher concluded that students fifth semester TBI 2 - IAIN Padangsidimpuan do not use English well daily life and students' do not develop four skills because they are lack of vocabulary and they do not understand about word function .

Based on above descriptions, the researcher interestest to conduct a research in the title ‘ ‘ **An Analysis on Students’ Word Formation at the Fifth Semester TBI IAIN Padangsidimpuan.**

## **B. Focus of the Research**

Word formation is very importance in learning English. Word formation is a branch morphology. Word formation deals with creation of new words. In English, there are many kinds of word formation processes. Like as : Affixation, Derivation without Affixation, Compounding, etc. In this case, the researcher just limites on word formation in suffix ( Affixation) . The first is noun forming. That is how to form noun to be noun, verb to be noun and adjective to be noun. The second is verb forming. That is how to form verb to be verb, noun to be verb and adjective to be verb. The third is adverb forming. That is how to form adjective to be adverb and noun to be adverb . The fourth is adjective forming. That is how to form adjective to be adjective, noun to be adjective and verb to be adjective.

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<sup>10</sup> Ummu Habibah, Students of TBI-2, *Private Interview*, November 7<sup>th</sup> 2014.



## C. Defenition of Ter minologies

### 1. Analysis

Analysis is a identification or separation of ingredients of a substance. According to AS Hornby that Analysis is study of planned complex series of procedures to decide the quickest, most efficient order for carrying out those procedures.<sup>11</sup> Then, According to Simon Blackburn that analysis is the process of breaking a concept down into more simple parts, so that its logical structure is displayed.<sup>12</sup> Based on explanations above researcher was concluded that analysis a study to discover solution of problem with coment and judgement.

### 2. Students

Students are person study at college or university. According to Hornby et Al, that Students are person who is studying at a college, polytechnic or university also boy or girl attending school.<sup>13</sup> So, based on defenition above that researcher concluded that students' is an person study fifth semester TBI IAIN Padangsidimpuan.

### 3. Word formation

Word formation or word making or word building means the process of creating or forming words out sequences of morphemes or words.

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<sup>11</sup> A.S. Hornby , A P Cowie, et. Al., *Oxford Advanced Learner's Dictionary of Current English* ( New York : Oxford University Press, 1974), p. 29.

<sup>12</sup> Simon Blackburn, ‘ *Oxford Dictionary of Philosophy*’ ( [http.www.co.au](http://www.co.au) accesed at October 24, 2013 retrieved on 10 pm).html.

<sup>13</sup> A.S. Hornby, A P Cowie, et. al., *Op. Cit.*, p. 859.

According to Maritza Santana that Word Formation a process consists of a combination of morpheme that are rule-governed ( a new word is formed ) and how new words are being formed in the language.<sup>14</sup> The formation of some them is thus closer to word creation than to word formation. And then, according to Merriam Webster emphasized that the formation of words in a language by the processes of derivation and composition.<sup>15</sup> So, researcher concluded that word formation are responsible for significant numbers of new words.

#### 4. TBI

TBI is study program in developing learning and Tadris English Research with developed values Islamic and English knowledge to made madani society.<sup>16</sup>

Based on explanation above the researcher concluded that an analysis on students' of word formation fifth semester TBI IAIN Padangsidimpuan is a process to know students of word formation fifth semester IAIN Padangsidimpuan.

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<sup>14</sup> Maritza Santana & et al, *Word Formation Processes*, Humanities Department Inter American University, Fajardo, Puerto Rico. (<http://www.co.edu.com>) accessed at December 22, 2013, retrieved on 17.00 pm), html.

<sup>15</sup> Merriam Webster, *Word Formation*, ([www.Dictionary.org](http://www.Dictionary.org)), accessed at December 23, 2013, retrieved on 08.00 am ), html.

<sup>16</sup> Fatahuddin Aziz Siregar, et.al., *Panduan Mahasiswa Baru* ( Padangsidimpuan: STAIN, 2011), P. 14.

#### **D. Formulation of problems**

1. To what extend of the students' word formation fifth semester TBI IAIN Padangsidimpuan?
2. What are the students' difficulties of word formation fifth semester TBI IAIN Padangsidimpuan?
3. What are the lecturers' overcoming the students' difficulties of word formation fifth semester TBI IAIN Padangsidimpua

#### **E. Aims of the Research**

1. To know the students' of word formation fifth semester TBI IAIN Padangsidimpuan?
2. To know the students' difficulties of word formation fifth semester TBI IAIN Padangsidimpuan?
3. the lecturers' overcoming the students' difficulties of word formation fifth semester TBI IAIN Padangsidimpuan?

#### **F. Significances of the Research**

The using of the research follow :

1. To the students as input to add knowledge in learning word formation
2. To lecturer of English to know solution of the problems and improve their teaching and learning process especially in word formation
3. To the chief of English Education Department as information about the ability and difficulties by students in word formation.

4. To other researcher as addition of material to do a further research in the same field.

### **G. Outline of thesis**

The chapter one discussed about introduction. It was explained about background of the problems, it was about problems in this research. Focus of the problems was about limitation of the research. Definition of terminologies were about meaning of some words that important to knew. The formulation of the problems were about the forming of the problem. The aims of the research were about something that to reach. The significances of the research were about the advantages of the research and outlines of the script were about all sub chapter that important to explained in this research.

The chapter two were theoretical description which it was explained about theoretical description likes; descriptions of theory especially definition of analysis, it definition of students ability, it definition of understanding vocabulary. The chapter two also discussed about review of related findings were about some research had been done by researchers.

The chapter three discussed of research methodology. It was explained of place and time of the research was done of the research. Kind of the research was about method of the research. The sources of the data were about primary data and secondary data. Instruments of collecting data were about interview and test. The techniques of data analysis was  $P = f/N \times 100 \%$  and

techniques of checking trustworthiness were about nine techniques to determine the data trustworthiness stated to Lexy J. Moleong.

The chapter four discussed about the result of the research. The fifth chapter was closing that it was explained about conclusion and suggestion from the researcher.

## CHAPTER II

### REVIEW OF LITERATURE

#### 1. Theoretical Description

##### a. Word formation

###### 1. Defenition of word formation

Words are combination of letter that has meaning. In while it is a sequence of letters that it writes consecutively. According to Heidy Harley that words are combination of vocal sound, or one such sound, used in a language to express an idea ( e.g. to denote a thing, attribute, or relation), and constituting an ultimate element of speech having a meaning as such; a vocable.<sup>1</sup> So, words are very important to learn in language. In while, its about word form.

Word formation is a morphological process. The processes of word formation means of which one's vocabulary can be expanded are numerous. Because in everyday speech, these rather subtle ambiguities in our use of the term word are easily tolerated and these often not even noticed, but when it discussing linguistics. It is sometimes necessary to be more explicit about what exactly one talks about. Having discussed what mean when speaking of 'words'. It may now turn to the question what exactly dealing with in the study of word formation.<sup>2</sup> So, Words are obviously composed by

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<sup>1</sup>Heidy Harley, *English word : A Linguistic Introduction*, USA : Blacweel Publishing, 2006), p. 3.

<sup>2</sup>Ingo Plag , *Word Formation in English*, Universitat Siegen : Cambridge University Press , 2002),p. 12.

putting together smaller elements to form larger words with more complex meanings.

Word formation or word making or word building means the process of creating or forming words out of sequences of morphemes or words. In English, word-formation has got a great importance. Because the resources of this language have been enriched by this phenomenon as well as by borrowings from various other languages. New words have continued to be made from old ones, and have thus added to the existing store of words or vocables. With the result, Nirmala sari emphasized that word formation is one of the general classification of morphology, and it also called diachronic morphology that study about the origin of word.<sup>3</sup> so, researcher take conclusion that word formation is process consists of a combination of morpheme and how new words are being formed in the language.

On the other hand, word formation generally covers the making of words by regular, rule-governed processes. Whereas initialisms are not necessarily bound by such rules because they are crucially dependent on orthography.<sup>4</sup> The formation of some of them is thus closer to word creation than to word formation, and so

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<sup>3</sup>Nirmala Sari, *An Introduction to Linguistics* (Jakarta : Departemen Pendidikan dan Kebudayaan, 1988), p. 96.

<sup>4</sup>Garland Cannond, "The American Dialect Society Abbreviations and Acronyms in English Word Formation" *papers-textnorm* ", American Speech, Vol. 64, No. 2 Summer, 1989, ([http. www.jstor.org](http://www.jstor.org),) accessed at 21 desember 2013 in 10.30 am), html.

perhaps at least these should not be lumped together indivisibly with ordinary word-formation processes. Each word formation process will result in the production of a specific type of word.<sup>5</sup> Because, by word formation process, it means the different devices which are used in English to build new words from existing ones.

Based on the definitions above the researcher concluded that word formation is how new words are formed from supplying words by regular word formation processes. In English, there are many word formation processes. But in this research, researcher just limitation suffix in word formation. Because most of morphology work in English is performed of affix.

## **2) Kinds of word formation**

Word formation is the creation of a new word. Word formation processes is how new words are being formed in the language. The process consists of a combination of morphemes that are rule-governed (a new word is formed). Processes where new words are formed is a processes that are formed frequently or commonly in the use of the English language. By 'word-formation processes' it means the different devices which are used in English to build new words from existing ones. Each word-formation process will result in the production of specific type of word. Consequently, an understanding of these processes is one of way studying the

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<sup>5</sup> Howard, *Op.Cit.*, p. 69.



different types of words that exist in English.<sup>6</sup> So, word formation processes very important in formed new word. According to Ingo plag describes in Word Formation in English. There are some word formations.<sup>7</sup>

- a) Affixation
  - 1) Prefixation
  - 2) Infixation
  - 3) Suffixation
- b) Derivation without Affixation
  - 1) Conversion
  - 2) Prosodic morphology
    - a. Truncation Truncated names, -y diminutives and clippings
    - b. Blends
    - c. Abbreviations or acronyms
  - c) Compounding

Based on explanation above , researcher was concluded that there are many kinds of word formation process. But, in this research, the researcher only limit affixation as introduction to suffix in word formation.

### 3) **Affixation**

Affixation as the most common word formation process, It builds new words by adding morphemes to stems . Affixation is a process of adding affix or singular in order to form a new word. Words formed by the combination of noun affixes and free morphemes are the result of process of affixation.<sup>8</sup> In word formation discuss about affixes. Affixes may be described as

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<sup>6</sup> Howard Jackson and Etienne ZeAmpela, *Op.cit.*,p. 81.

<sup>7</sup> Ingo plag, *Op.Cit.*, p. 90.

<sup>8</sup>Nick Cappoline, *Language file Materials for an Introduction to Linguistic*.Columbus , ohio state University press, 1998.p. 143.

relational markers that fit words use in syntax.<sup>9</sup> It is an affix is a bound morpheme that occurs before or after or within a base , commonly known as : prefixes , suffixes and infixes. According to Nirmala sari that there kinds affixes, prefixes (added to beginning a morpheme or other prefix), suffixes ( added to the end of morpheme or other suffixes ) and infixes ( inserted into a morphem).<sup>10</sup> So, in English uses only prefixes, and suffixes and many language uses infixes as well.

An English word as above that there are suffix and prefix . Both prefix and suffix are referred to as affixes. Affixes is a letter or sound, or group of letter or sounds (A morpheme) which is added to a word and which changes the meaning or function of the word.<sup>11</sup> In reading, there are many unfamiliar words as form affix. So,affix being the cover term for all bound morphemes that attaches to roots. Before, researcher turn to application of the term introduced in this research, researcher will perhaps clarify between the distinction between, root, stem and base .Because this terms are not always defined in the morphological literature and therefore potential source of confusion. The part of a word which an affix is attached to called is base.the term stem used to is usually used for base of inflection and

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<sup>9</sup>Howard Jackson & Etienne Ze' Ampela, *Op.Cit* p. 71.

<sup>10</sup> Nirmala sari, *Op.Cit.*, p. 96.

<sup>11</sup>Jack C. Richards, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Tkt : Longman, Tht), p. 11.

occasionally for bases for derivational affixes. And the term root used to explicitly refer to the indivisible part of a complex word.

So, affixes may be described as relational markers that fit words use in syntax. Based on the statements above, the researcher was concluded that affixation is process of forming words by adding affixes to morphemes. There are prefixes, suffixes and infixes. But, in this research, researcher was limited suffix in word formation to researched.

#### a) Suffix

Suffixation is a type of English derivation that create new words. Since suffixes are much used in word formation, it is the word building mechanism of English Language. In suffixation, the part of speech of a word change as well. Actually, suffixes have meaning and it is indicate specific part of speech. A suffix is a letter, syllable, or word that is added to a root or stem of a word to either form a new word or add to its meaning. The main thing that a suffix show how it will be used in a sentence and how it is classified, in terms of whether the word is a noun, a verb, an adverb, or an adjective. According to oxford's dictionary define suffix is a letter, sounds or syllable added the end of a word to make another word.<sup>12</sup> Suffixes are placed at the end of

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<sup>12</sup>AS. Hornby, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of CurrentEnglish* (New York : Oxford University Press, 1974),p. 7.

the root word. So, Suffix are bound morphemes that occur after a base.

Suffixes combine with words to create new meanings. According to Ruby diamond that suffix is a syllable or group of syllables added to the end of a word root to form a new word.<sup>13</sup> The suffixes in all have much the same function, but it is certainly not freely interchangeable. So, Suffix can change in grammatical form, change in meaning and change in pronunciation.

Suffix are very useful in language learning because if one knows how to identify suffixes and what they mean, one can identify what kind of word it is in terms of grammar and increase one's vocabulary. It is well known that the kind of final suffix determines the part of speech of the word. Students who are morphologically aware of this will readily realize what part of speech the word is. The main thing that a suffix shows is how it will be used in a sentence and how it is classified, in terms of whether the word is a noun, a verb, an adverb, or an adjective.

So, The researcher was concluded that learning suffix is open up the meaning of thousands of words. Because, the suffix in change the part of speech of the base word. But, the inflectional

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<sup>13</sup> Ruby Diamond, *Writing and Grammar Communication in Action Platinum Level* (Tkt : Prentice Hall, Th), p. 776.

suffices can don't change the category of the base word.<sup>14</sup> Suffixes may change the part of speech of the word they are added. Thus, suffixes can also be classified as noun forming, verb forming, adjective forming and adverb forming suffixes.

Therefore, based on explanation above, the researcher explain about meaning suffix , researcher made about the suffix can be categorized as below :

### **1. Noun forming**

This suffix types creates nouns from the stem. Nouns can denote actions, results of actions, or other related concepts, but also properties, qualities and the like.<sup>15</sup> Noun suffixes are equivalent too the native English used to abstract noun. So, these meanings are extended to other, related senses so that practically each suffix can be shown to be able to express more than one meaning. Corresponding to confirms that verbs that are similar in shape do not necess-arily choose the same noun-forming suffixes. Sometimes a noun's meaning may even be quite far removed from that of the corresponding verb.

Therefore , based on explanation researcher about noun forming. Then, it is has explained by table form.

**Table I**  
**Noun Forming Suffixes**

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<sup>14</sup> Ingo plag, *Op.cit.*,p 15

<sup>15</sup>*Ibid.*, p 109

### in Word Formation

No	Suffix Type	Suffix	Word function	Meaning	Word Formation
	Noun forming	-ance -ence -er,	V+ N =N V+N = N V+ N =N	State Quality of one who, something that	performance independence programmer
		-ist, -ian -tion -ness -ion	N+N =N N+N=N V+N=N Adj+N = N V+N= N	a person who pertaining to process condition of action/state	Scientist electrician legalization goodness conversion
		-ing	V+N=N	Process	<i>Multiplexing</i>
		-ment	V+N=N	process	advertisement
		-ity	Adj+N=N	spesification	Personality
		-ism	Adj+N=N	thought/bussiness	Tourism
		-dom	N+N=N	System	Kingdom
		-ship	V+N=N	condition/state	Relationship

So, based on the table that researcher concluded that there are many noun forming in word formation. Therefore, the researcher explains to make easily in understanding word formation.

## 2. Verb Forming

The suffix type creates verbs from the stems. It identifies the tense of the verb and its meaning.<sup>16</sup> Verb forming suffixes are suffixes that are used mainly or wholly in verbs and their meanings to help understand the language today. There are four suffixes which derive verbs from other categories (mostly adjectives and nouns), *-ate*, *-en*, *-ify* and *-ize*. So, researcher concluded that verb forming is create verbs from the stems.

Therefore , based on explanation researcher about verb forming. Then, it was explained by table form.

**Table II**  
**Verb Forming Suffixes**  
**In Word Formation**

No	Suffix types	Suffix	Word function	Meaning	Word formation
	Verb Forming	<i>-ize/ise</i> <i>-ate</i> <i>-ify</i> <i>-en</i>	N+V= V V+V=V Adj+V=V V+V=V	To make	<i>computerize</i> <i>activate</i> <i>simplify</i> <i>spoken</i>

So, based on the table that the researcher concluded that there are many verb forming in word formation. Therefore,

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<sup>16</sup> Ekhsan argari, *word formation: prefix and suffix* ,English for computer science : University Sharif Technology, 2007), p.12

researcher has explained to comprehending in understanding word formation.

### 3. Adverb forming

Adverb are words that modify of adjective .The suffix types creates adverbs from the stems ( usually verbs). There are some kinds of adverb forming in suffixes. But, in this research, the rrsarcher just take two, like as : *ly* and *wise* .So, the following identifies the word as an adverb and expresses the manner in which something is done.

Therefore , based on explanation researcher about adverb forming. Then, it is explained by table form.

**Table III**  
**Adverb Forming Suffixes**  
**in Word Formation**

No	Suffixes type	Suffix	Word function	Meaning	Word formation
1	<b>Adverb forming</b>	<i>Ly-</i>	Adj+adv=adv	The way in /of	Beautifully
		<i>Wise -</i>	N+Adv= Adv		Clockwise



So, based on table, the Researcher has concluded that there are a little adverb forming in word formation. Therefore, The researcher has explained to make comprehending in understanding word formation.

#### 4. Adjective forming

Adjectives are important parts of speech that are used in every day language. Their importance is clearly obvious as there is no sentence without an adjective of any kind. They can be easily recognized if one has the knowledge to differentiate between the different parts of speech of the language. And when words have adjectival suffixes, the task will be easier by their suffixes. The suffix types creates nouns from the stems ( usually verbs)<sup>17</sup>. Adjective suffixes often are used to create words that show nouns displaying the quality of something. So, suffixes that show that the words are adjectives and have the following meaning.so, adjective forming is creates nouns from the stems.

Next, based on explanation researcher about adjective forming. Then, it was explained by table form.

**Table IV**  
**Adjective Forming Suffixes**  
**In Word Formation**

<b>No</b>	<b>Suffix types</b>	<b>Suffix</b>	<b>Word function</b>	<b>Meaning</b>	<b>Word formation</b>
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<sup>17</sup> *Ibid.*,

1	Adjective forming				
2		<i>-al</i>	N+Adj = Adj	having the quality of	<i>logical</i>
3		<i>-ar</i>	N+Adj=Adj		<i>circular</i>
4		<i>-ic</i>	N+Adj=Adj		<i>heroic</i>
5		<i>-ical</i>	N+Adj=Adj		<i>electrical</i>
6		<i>-able</i>	V+Adj=Adj	capable of being	<i>comparable,</i>
7		<i>-ible</i>	N+Adj=Adj		<i>divisible</i>
8		<i>-ous</i>	Adj+adj=adj	like, full of	<i>Dangerous</i>
9		<i>-ful</i>	V+Adj=Adj	characterized by	<i>Helpful</i>
10		<i>-less</i>	V+adj=adj	Without	<i>Careless</i>
11		<i>-ish</i>	adj+adj=adj	Like	<i>Yellowish</i>
12		<i>-ed</i>	N+adj=adj	having the quality of	<i>Computed</i>
13		<i>-ive</i>	V+adj= adj		<i>interactive</i>

So, based on table that the researcher concluded that there are many adjective forming in word formation.

From all on above table, the researcher concluded that suffix in word formation contain of many types. Whereas, the characteristic each suffix are placed at the end of the root word and its form new word . Its contains of some categorized based on their word function. So, this is as indicators of test. The researcher was explained to make easily by understanding word formation.

#### **b. Students' Difficulties in suffix**

There are some problems of students' in learning Suffix. That is about student difficulties in suffix and what are the caused students

difficulties in learning suffix. Whereas, each student dont remember categorized of suffix and they difficult to find meaning of the newly formed word may not be understood. Next, According to Ismail Firat Altay<sup>18</sup> some students' difficulties in learning suffix.

1. First of all, learners of English Language have a difficulty about the meaning of suffixes. That is to say, some suffixes change the meaning of the word it is attached to in parallel with their own meaning.. The suffix *-less* means *without*, but in the word *priceless* the meaning changes. It means *very valuable*. So, the learners may experience a kind of confusion. This is problem area. This problem can be solved only by working on such exceptional situations.
2. Secondly, learners may have some problems about suffixes but not prefixes, because suffixes may change the part of speech of a word. For example, the word *establish* is a verb. When the noun forming suffix *-ment* is added to this word the verb changes into a noun as *establishment*. The change in the part of speech of the word may cause problems for some learners. The reason is that, they may have difficulty in classifying these noun forming, verb forming, adjective forming and adverb forming.
3. Another difficulty for learners of English Language in learning suffixes is that which allomorph or form of the same prefix or suffix to use. This is partially related with the spelling system of English; however, different forms of prefixes and suffixes should be accepted as the main reason of this confusion.
4. For instance, in the word *clockwise* some learners may have difficulty in understanding the meaning of the word after the addition of the suffix *-wise*. The reason is that, it is not easy to work out the meaning of the suffix *-wise* after its addition to the word. *Wise* has another meaning in isolation which means *trustworthy*. This can be the reason of the difficulty.

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<sup>18</sup> Ismail Firat Altay, " Ways of Creating Prefixes and Suffixes and Foreign Language Teaching" *Journal of Language and Linguistic Studies*', Vol.2, No.1, April 2006, ([www.turkofoni.org](http://www.turkofoni.org)) , accessed at 22 november 2014 in 10.30 am), p. 22.

So, it is not easy at the same level to understand the meaning of every word after the addition of a suffix. Students must be careful on this point. In sum, suffixes of English Language have many properties. Each type of these affixes has their own areas of usage with different qualities. Students need to be careful in using these bound morphemes. The reason is that any wrong usage may cause some meaning shifts. That is why problematic points and necessary cues which require special attention.

There are some students' difficulties in suffix. But, in this case, the researcher also explained about the effect students' difficulties in suffix, whereas suffix help learners to infer confidently unknown word meaning or grammatical function of the word without the help of the lecturer as suffixes are considered to be an inside clues for the meaning of words.<sup>19</sup> Suffix have own characteristics and usage. It may have problems in their formation, but none of these problems are unsolvable. Knowing these suffixes will help the students' to work out the meaning of words and recognize word class.

Furthermore, students must comprehending about word function, and how are analysis each categorized of suffix to form a new word.

## **2. Review Related Findings**

Related to this research, some research had been done as below:  
The first, Rahmayani Lubis " The Influence of word formation mastery to students ability in Identifying Discussion Paragraph at six semester of

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<sup>19</sup> *Ibid.*, p. 23

English Education Study Program STAIN Padangsidempuan (Padangsidempuan : STAIN Padangsidempuan, 2012), the concluding of her research that the sixth semester students word formation mastery in English Education Study Program STAIN Padangsidempuan was ‘‘good’’ by getting mean score were 66, 52.<sup>20</sup> Second, Trilanti ‘‘ An analysis on the students’ ability in understanding vocabulary at first year students of english education study program (TBI) stain padangsidempuan ( Padangsidempuan : STAIN Padangsidempuan, 2013), the concluding of her research that understanding vocabulary that the first year students especially in word formation ( suffix ) was very high, by getting mean score were 81, 1 %.<sup>21</sup>

Based on the explanations above, the analyzed about morphology as branch to study word formation that are free and bound morphemes, affixation, derivational and inflectional. They researched about morphology on student’s ability in affixation. So this research have relationship with an analysis on the students’ of word formation that student’s were have ability in word formation enough categories because the students had mastery in word formation difficulty.

So, The researcher want to complete the researcher above. This research had explained about word formation. That is suffix ( affixation). Affixation as the most common word formation process, It builds new

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<sup>20</sup>Rahmayani Lubis ‘‘ The influence of word formation mastery to students ability in Identifying Discussion Paragraph at six semester of English Education Study Program STAIN Padangsidempuan ( A thesis, STAIN Padangsidempuan, 2012), p. 53.

<sup>21</sup>Trilanti, ‘‘ An analysis on the student ability in understanding vocabulary that the first year students of English Education Students ( TBI ) Padangsidempuan, ( A thesis, STAIN Padangsidempuan, 2013), p. 63.

words by adding morphemes to stems. Affixation is a process of adding affix or singular in order to form a new word. Words formed by the combination of noun affixes and free morphemes are the result of process of affixation. Whereas, the researcher want to make An Analysis of students' word formation fifth semester TBI IAIN Padangsidempuan.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 1. Place and Time of the Research

This research is conducted at IAIN Padangsidempuan. It is located at street Jl. HT. Rizal Nurdin Km, 4.5 Sihitang. Call number (0634) 22080 Fax.( 0634)-24022 Padangsidempuan 22733. This research is done from October until finish.

#### 2. Kind of the Research

This research is done by using descriptive analysis with qualitative research. Qualitative means about phenomena interpretative. According to sugiyono that qualitative research is a research is used for researching condition of object naturally, and where the researcher will become a key instrument.<sup>1</sup>

Furthermore, John W. Creswell said that qualitative research is fundamentally interpretative. This means the researcher makes an interpretation of the data.<sup>2</sup> So, it includes developing a description of an individual or setting, analyzing data for thees or category, and finally making an interpretation or drawing conclusions about its meaning personally and thoretically, stating the lesson learned, and offered further questions to be asked.

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<sup>1</sup> Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R & D* ( Bandung : Alfabeta , 2009), p. 9.

<sup>2</sup> John W Creswell, *Research Design; Qualitative and Quantitative and mixed Methods Approaches, second edition*, ( USA : Sage Publications, 2003), p. 182.

### 3. The Sources of Data

The sources of data were the students has given the question to get the accurate information about students' of word formation fifth semester of TBI IAIN Padangsidimpuan. there were two sources of data, they are :

#### a. Primary data

The primary data is used to get the data from test. The data is taken from the students at fifth year TBI IAIN Padangsidimpuan. Especially at TBI 2 IAIN PSP. Totality of students are 30 students. This research is done by using purposive sampling. Purposive sampling referred to as judgment sampling, the researcher select a sample based on his or her experience or knowledge of the group to be sample.<sup>3</sup> Riduan said purposive sampling is "One of technical that can be used by researcher has some of considerations take the certainly sampling to get the aim".<sup>4</sup>

**Table V**  
**The total of Students' TBI at the fifth semester IAIN PSP in 2014-2015 academic year.**

No	Classes	Total
1	TBI-1	32
<b>2</b>	<b>TBI-2</b>	<b>30</b>
3	TBI-3	28
Total of students'		90

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<sup>3</sup> *Ibid.*, p. 138.

<sup>4</sup>Riduan, *Belajar Mudah untuk Guru-Karyawan dan Peneliti Pemula* (Bandung : Alfabeta, 2005), p. 63.



**b. Secondary data**

The researcher has collected the information and data from the Morphology Lecturer at IAIN Padangsidempuan. She is Mrs. Fitri Rayani Siregar.

**4. Instruments of Collecting data**

The key instrument of this researcher is the researcherself. The researcher is taken data by students' and The lecturer to collecting a valid data. These are instruments and techniques of collecting data is used by researcher.

**a. Test**

Test is a process to know ability in certain thing. According to Suharsimi Arikunto that test is arranged especially to measure an important and certain thing.<sup>5</sup> One of this instruments is used to analysis of students' word formation fifth semester TBI IAIN Padangsidempuan. Whereas, researcher had given test about suffix in word formation. The test form is multiple choice. The indicators of word formation in suffix contains are four items. The total items are fourty question. Every question are 2. 5 scores. So, the totality are 100 scores.

Next, researcher has explained the indicators of word formation in suffix by table form.

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<sup>5</sup> Suharsimi Arikunto, *Manajemen Penelitian* ( Jakarta : Rineka Cipta, 2003), p. 23.

**Tabel VI**  
**Indicators Test of Word Formation in Suffix**

<b>No</b>	<b>Indicators</b>	<b>Subject of indicators</b>	<b>No items</b>	<b>Items</b>	<b>Score of each items</b>
1	Word formation in suffix	Noun forming in suffix	1, 2, 5, 7 11, 13, 26, 18 21, 25, 27, 31, 35	13	2.5
		<i>-ance, -ence, er, ist, -ian-ion, -ness, ing -ment-ity-ism -dom-ship</i>			
2		Verb forming in suffix	3, 22 6, 34 14, 37 19, 39	8	2.5
		<i>-ize/ise, -ate -ify, -en</i>			
3		Adverb forming in suffix	10, 24, 29, 32, 33, 38	6	2.5
		<i>-ly -wise</i>			
4		Adjective forming in suffix	4, 8, 9 12, 15, 17 , 20, 16, 23, 28 30, 36, 40	13	2.5
		<i>-al, -ar, -ic, -ical -able, -ible-ous -ful, -less, -ish -ed, -ive</i>			
<b>TOTAL</b>				<b>40</b>	<b>100</b>

### **b. Interview**

Interview is a process communication between two persons. According to LG. Ray that Interview is a purposeful interaction usually between two persons.<sup>6</sup> According to Lexy J. Moeleng that interview is

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<sup>6</sup>*Ibid.*, 216.

a conversation both two persons with a certain aim<sup>7</sup>. Interview is the form of communications, art of questions and hear.<sup>8</sup> This research, the researcher is interviewed the lecturer and the students about the students' of word formation fifth semester of TBI IAIN Padangsidempuan, the students' difficulties in word formation fifth semester IAIN Padangsidempuan, and the lecturers' efforts to overcome difficulties in word formation fifth semester IAIN Padangsidempuan.

### c. Observation

To complete the data of research , researcher has done an observation. Whereas, Belongs to Gay and Peter said that field notes are observers' record of what she or he will have been seen, heard, experinced, and thought during an observation session.<sup>9</sup> Whereas, the researcher had observed how many students' at TBI 2 fifth semester IAIN Padangsidempuan and The researcher also has observed the students' grades in learning morphology . Especially in word formation.

## 5. Techniques of Analysis Data

After data was collected, the researcher would analyze the data by using some steps, shown as follows :

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<sup>7</sup>Lexy, J. Moeleng, *Metodology Penelitian Kualitatif*, ( Bandung : Rosdakarya, 1995), p. 32.

<sup>8</sup>Norman K. Denzin & Yvonna S. Lincoln, *Hand Book of Qualitative Research*, (Yogyakarta : Pustaka Pelajar, 2009), p. 495.

<sup>9</sup> L R Gay & Peter Airisan, *Educational Research: Components For Analysis and Application*, USA : Prentice Hall, Incorporated, 2000. p.213.

1. After collecting the students' answer, the researcher will analyze the result of the test with mean score, and the average scores of the students are interpreted in descriptive.
2. Reduction of the data, when the researcher will interview lecturer and students.
3. Display of the data, the researcher will arrange the data with systematically. The data can explain and answer the formulation of the problem in this research.
4. Tabulation of the data will do to account and it will give the score to students answer though the test and the researcher will take on the table that consists of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answer and the researcher will put the students scores on the table by using the formula below:  

$$P = f / N \times 100 \%$$

Explanation  
 F = Frequence  
 N = Sum of the samples  
 P = Percentage.a
5. Then, students result with mean / score will calculate into the classification quality.
6. Taking conclusion, it will do to conclude the discussion solidly and briefly.<sup>10</sup>

## 6. Techniques of Checking Trustworthiness

Trustworthiness is very important in qualitative research because checking to the trustworthiness of the data. There are nine techniques to determine the data trustworthiness state by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Trigulasi is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison of the data.
4. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.

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<sup>10</sup> Iskandar, *Penelitian Kualitatif* (Jambi : GP Press, 2000), p. 139 – 142.

5. Analyze the negative case is the research collects the example an appropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, with using the free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking credibility.
8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing used to check the truth and certainly of data, this point that done well to the process of result and extent.<sup>11</sup>

But the researcher has taken number four . That is checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.It has easily research, whereas with discussion with friends has made this research be accurately,correctly and credibility.

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<sup>11</sup> Lexy J Moleong, *Op.Cit.*,p. 175.

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

#### **A. Findings**

##### **1. General Finding**

This research was conducted at IAIN Padangsidimpuan. It was located at street Jl. HT. Rizal Nurdin Km, 4.5 Sihitang. Call number (0634) 22080 Fax.( 0634)-24022 Padangsidimpuan 22733.

##### **2. Specific Findings**

###### **a. The Description of An Analysis of Students' Word Formation TBI IAIN Padangsidimpuan**

One of the aims of the research is to describe the students' word formation at the fifth semester TBI IAIN Padangsidimpuan and the instrument is used to get the data is test. The researcher makes test to the students. According to students test in word formation especially in suffix that students have mean 47,58 score. Based on criteria score interpretation are enough categories.

###### **1) Result of Test**

Based on the result test to the students. Some question about word formation has been answered by them . In this case, they are not seriously to answer correctly. Besides , they are difficult to understand how to change word function. The description scores of the students' of word formation

especially is suffix . The first is noun forming. That is how to form noun to be noun, verb to be noun and adjective to be noun. The second is verb forming. That is how to form verb to be verb, noun to be verb and adjective to be verb. The third is adverb forming. That is how to form adjective to be adverb and noun to be adverb . The fourth is adjective forming. That is how to form adjective to be adjective, noun to be adjective and verb to be adjective.

Next, the researcher makes in table form about totality test of students in suffix. It can be seen table below.

**Table VII Totality Test of Students in Suffix  
Fifth semester TBI-IAIN Padangsidempuan**

<b>No</b>	<b>Categorized of Suffix</b>	<b>Items</b>	<b>Total Score</b>	<b>Total Score* 2,5</b>	<b>Percentage</b>
1	Noun Forming	13	213	532,5	17,75%
2	Verb forming	8	79	197,5	6,58%
3	Adverb Forming	6	84	210	7 %
4	Adjective Forming	13	195	487,5	16,25%
Totality Test of Students		40	571	1427,5	47,58 %

So, based on the explanation above can be known, that the result of test about word formation, it can be known with the following explanation.

#### a) Students' Word Formation About Noun Forming

In this part about material of test, researcher has given multiple choice test. The students has ordered to choose suitable word formation about suffix which is included in noun forming. Test consist of 13 questions, with number item 1, 2,5, 7, 11, 13, ,18,21, 25,26,27,31 and 35. with 30 students. Every question give 2.5 score and for noun forming that the total score is 32,5. It can be see table below.

**Table VIII Indicators Of Test In Noun Forming**

No	Subject of indicators	items	Score of each item
1	<i>-ance,-ence,er,ist, -ian-ion,-ness,ing -ment-ity-ism -dom-ship</i>	1 ,2 ,5 , 7 11, 13,26,18 21,25,27, 31,35	2,5
		13	32,5

Based on the explanation above can be known, that the result of test about noun forming with the following explanation below.

The first was Abdul Muiz Pane . He did not choose suitable suffix of noun forming for question number 11,13,18,25,26,27 and 31 meanwhile for question number 1,2,5,7,21 and 35, he choosed correct answer. So, he got 15 score.



The second was Ahmad Taufiq. He did not choose suitable suffix of noun forming for question number 2,5,7,11,13,18, 26 and 35 meanwhile for question number 1,21,25,27 and 31, he choose correct answer. So, he got 12,5 score.

The third was Elly Siti Haawati Siregar. she did not choose suitable suffix of noun forming for question number 2,25,,26,27 and 31 meanwhile for question number and 1,5,7,11,13,18,21 and 35 she choose correct answer. So, she got 20 score.

The fourth was Enni nasution. She did not choose suitable suffix of noun forming for question number 5,11,13, 18,25,26,27 and 31 meanwhile for question number 1,2,7,21 and 35,she choose correct answer. So, she got 5,25 score.

The fifth was Haris Munandar. He did not choose suitable suffix of noun forming for question number 2,5,13,18,,21, 25 ,26, 27,and 31 meanwhile for question number 1,7,11 and 35, he choose correct answer. So, he got 10 score.

The sixth was Hartika Hasibuan. She did not choose suitable suffix of noun forming for question number 13,26,31 and 35 meanwhile for question number 1,2,5,7,11,18,21 ,25,27 she choose correct answer. So, she got 20 score.

The seventh was Helli Nofrita. She did not choose suitable suffix of noun forming for question number 11,21,25 and 26 meanwhile for question

number 1,2,5,7,13,18,27,31 and 35 she choosed correct answer. So, she got 22,5 score.

The eighth was Ita Erpina. She did not choose suitable suffix of noun forming for question number 5,11,21,25 and 26 meanwhile for question number 1,2,7,18,27 ad 31 she choosed correct answer. So, she got 15 score.

The nineth was Isma Yanti. She did not choose suitable suffix of noun forming for question number 5,7,13 and 21 meanwhile for question number 1,2,11,18 ,25, 26,27,31 and 35 she choosed correct answer. So, she got 22,5 score.

The tenth was Juni Aida. She did not choose suitable suffix of noun forming for question number 5,25,26 and 27 meanwhile for question number 1,2,7,11,13,18,21,31 and 35 she choosed correct answer. So, she got 22,5 score.

The eleventh was Maisaroh. She did not choosed suitable suffix of noun forming for question number 5,11,13,21,25,26 and 35 meanwhile for question number 1,2,11,18,27 and 31 she choosed correct answer. So, she got 15 score.

The twelveth was Moratua Rangkuti. He did not choose suitable suffix of noun forming for question number 2,25,26,31 and 35 meanwhile for question number 1,5,7,11,13,18,21,27 she choosed correct answer. So, he got 20 score.

The thirteenth was Nova Ariyanti Pandiangan. She did not choose suitable suffix of noun forming for question number 25,26,27,31 and 35 meanwhile for question number 1,2,5,7,11,13,18 and 21 she choose correct answer. So, she got 20 score.

The fourteenth was Puspita sari dewi. She did not choose suitable suffix of noun forming for question number 13,25,26,31 and 35 meanwhile for question number 1,2,5,7,11,18, 21 and 27 she choosed correct answer. So, she got 20 score.

The fifteenth was Reza Amalia. She did not choose suitable suffix of noun forming for question number 5,7,13,21,27 and 35 meanwhile for question number 1,2,11,18,25,26 and 31 she choosed correct answer. So, she got 17,5 score.

The sixteenth was Ridwana Siregar. He did not choose suitable suffix of noun forming for question number 5,26,27,and 31 meanwhile for question number 1,2,7,11,13,18 , 21,25 and 35 she choosed correct answer. So, he got 22,5 score.

The seventeenth was Robiatul Adawiyah Hasibuan . She did not choose suitable suffix of noun forming for question number 7,25,26 ,31 and 35 meanwhile for question number 1,2,7,11,13,18, 21 and 27 she choosed correct answer. So, she got 20 score.

The eighteenth was Rosmaini Lubis. She did not choose suitable suffix of noun forming for question number 11,13,25,26,27,31 and 35

meanwhile for question number 1,2,5,7,18 and 21 she choosed correct answer. So, she got 15 score.

The nineteenth was Samni Purnama Hasibuan. She did not choose suitable suffix of noun forming for question number 5,13,26,21,25,31 and 35 meanwhile for question number 1,2, 7,11,18 and 27 she choosed correct answer. So, she got 15 score.

The twenty was Sastra Winata. He did not choose suitable suffix of noun forming for question number 5,25,31 and 35 meanwhile for question number 1,2,7,11,13,18 , 21,26 and 27 she choosed correct answer. So, he got 22,5 score.

The twenty first was Seri wulan. She did not choose suitable suffix of noun forming for question number 1,13, 25, and 35 meanwhile for question number 2,5,7,11,18 ,21,26,27 and 31 she choosed correct answer. So, she got 22,5 score.

The twenty second was Siti Rahma. She did not choose suitable suffix of noun forming for question number 11,18,21,25,26,31 and 35 meanwhile for question number 1,2,5,7,13 and 27 she choosed correct answer. So, she got 15 score.

The twenty third was Sisca Fitriani Rambe. She did not choose suitable suffix of noun forming for question number 1, 5,13, 31 and 35 meanwhile for question number 2,7,11,18 ,21,25,26 and 27 she choosed correct answer. So, she got 20 score.

The twenty fourth was Suci Rahayu. She did not choose suitable suffix of noun forming for question number 2,25,26,27 and 31 meanwhile for question number 1,5,7,11,13,18 ,21 and 35 she choosed correct answer. So, she got 20 score.

The twenty fifth was Ummi Kalsum Lubis. She did not choose suitable suffix of noun forming for question number 7,18,25,26,27 ,31 and 35 meanwhile for question number 1,2,5,11,13and 21, she choosed correct answer. So, she got 15 score.

The twenty sixth was Ummu Habibah . She did not choose suitable suffix of noun forming for question number 2,5,21,25,26 and 31 meanwhile for question number 1,7,11,13,18 ,21 and 35 she choosed correct answer. So, she got 17,5 score.

The twenty seventh was Warhami. She did not choose suitable suffix of noun forming for question number 13, 21,25 and 35 meanwhile for question number 1,2,5,7,11,18,26,27 and 31 she choosed correct answer. So, she got 22,5 score.

The twenty eighth was Wika Mutiah Sinaga . She did not choose suitable suffix of noun forming for question number 7,18,25,26,27 and 35 meanwhile for question number 1,2,5,11,13 and 21, she choosed correct answer. So, she got 15 score.

The twenty ninth was Wilda Chairani Rambe. She did not choose suitable suffix of noun forming for question number 5,11,18,21,25,31 and

35meanwhile for question number 1, 2,7,13,26 and 27 she choosed correct answer. So, she got 15 score.

The thirty was Zulpadli Hariansah. He did not choose suitable suffix of noun forming for question number 5,7,13, 18,21,25,27,31nd 35meanwhile for question number 1,2,11 and 26she choosed correct answer. So, he got 10 score.

Based on the explanation above, the researcher described all of the students' word formation about noun forming can be known with the total score students' word formation about noun forming was 532,5 time 100 percent divided to 30 students and the result was 17,75 %.

#### **b)Students' Word Formation About Verb Forming**

In this part about material of test,researcher has given multiple choice test. The students ordered to choose suitable word formation about suffix which is included in verb forming. Test consist of 8 questions, with number item 3,6,14,19,22,34,37 and 39 with 30 students. Every question give 2.5 score and for verb forming that the total score is 20. It can be seen table below.

**Table IX Indicators of test in verb forming**

No	Subject of indicators	items	Score of each item
2	<i>Ize</i> <i>-ate</i> <i>-ify,</i> <i>-en</i>	3,22 6,34 14,37 19, 39	2,5
		8	20

Based on the explanation above can be known, that the result of test about verb forming with the following explanation below.

The first was Abdul Muiz Pane . He did not choosed suitable suffix of verb forming for question number 3,6,14,19,22,34,37 meanwhile for question number 39 he choosed correct answer. So, he got 2,5 score.

The second was Ahmad Taufiq. He did not choosed suitable suffix of verb forming for question number 3,6,14,19,22,34,39 meanwhile for question number 37 he choosed correct answer. So, he got 2,5 score

The third was Elly Siti Haawati Siregar. she did not choosed suitable suffix of verb forming for each question number until he got zero score. she was lack in verb forming.

The fourth was Enni nasution. she did not choosed suitable suffix of verb forming for each question number until he got zero score. she was lack in verb forming.

The fifth was Haris Munandar. He did not choose suitable suffix of verb forming for question number 3,14,22,34,37 and39 meanwhile for question number 19 and 34 he choosed correct answer. So, he got 5 score.

The sixth was Hartika Hasibuan. She did not choose suitable suffix of verb forming for question number 14,22,34,37 and39 meanwhile for question number 3,6 and 19 she choosed correct answer. So, she got 7,5 score.

The seventh was Helli Nofrita. She did not choose suitable suffix of verb forming for question number 6,19 and 22 meanwhile for question number 3,14,34,37 and 39 she choosed correct answer. So, she got 12,5score.

The eighth was Ita Erpina. She did not choose suitable suffix of verb forming for question number 3,19,22,34,37 and39 meanwhile for question number 6 and 14 she choosed correct answer. So, she got 5 score.

The nineth was Isma Yanti. She did not choose suitable suffix of verb forming for question number 3,6,14,19,34, and39 meanwhile for question number 22 and 37she choosed correct answer. So, she got 22,5 score.

The tenth was Juni Aida. She did not choose suitable suffix of verb forming for question number 3,19 and 34 meanwhile for question number 6,14,22,37 and 39 she choosed correct answer. So, she got 12,5.



The eleventh was Maisaroh. She did not choose suitable suffix of verb forming for question number 6,14,37 and 39 meanwhile for question number 3,19,22 and 34 she chose correct answer. So, she got 10 score.

The twelfth was Moratua Rangkuti. He did not choose suitable suffix of verb forming for question number 3,22 and 39 meanwhile for question number 6,14,19,34 and 37 she chose correct answer. So, he got 12,5 score.

The thirteenth was Nova Ariyanti Pandiangan. She did not choose suitable suffix of verb forming for question number 3,6,14,22 and 35 meanwhile for question number 19, 37 and 39 she chose correct answer. So, she got 7,5 score.

The fourteenth was Puspita sari dewi. She did not choose suitable suffix of verb forming for question number 3,6,14,19,22,34 and 39 meanwhile for question number 37 she chose correct answer. So, she got 2,5 score.

The fifteenth was Reza Amalia. She did not choose suitable suffix of verb forming for question number 3,6,14,19,22,34 and 39 meanwhile for question number 37. So, she got 2,5 score.

The sixteenth was Ridwana Siregar. He did not choose suitable suffix of verb forming for question number 3,14 and 39 meanwhile for question number 6,19,22,34,37 she chose correct answer. So, he got 12, 5score.

The seventeenth was Robiatul Adawiyah Hasibuan . She did not choose suitable suffix of verb forming for question number 3,19,34 and 37

meanwhile for question number 6,14,22 and 39 she choosed correct answer. So, she got 10 score.

The eighteenth was Rosmaini Lubis. She did not choose suitable suffix of verb forming for question number 6,19,34 and 37 meanwhile for question number 3,14,22 and 39 she choosed correct answer. So, she got 10 score.

The nineteenth was Samni Purnama Hasibuan. She did not choose suitable suffix of verb forming for question number 3,6,19,22,34 meanwhile for question number 14,37 and 39 she choosed correct answer. So, she got 7,5 score.

The twenty was Sastra Winata. He did not choose suitable suffix of verb forming for question number 3,19,22 ,34 and 39 meanwhile for question number 6,14 and 37 she choosed correct answer. So, he got 7,5 score.

The twenty first was Seri wulan. She did not choose suitable suffix of verb forming for question number 3,14 and 19 meanwhile for question number 6,22,34,37,39 she choosed correct answer. So, she got 12,5 score.

The twenty second was Siti Rahma. She did not choose suitable suffix of verb forming for question number 6,14,19,22,34,37 and 39 meanwhile for question number 3 she choosed correct answer. So, she got 2,5 score.

The twenty third was Sisca Fitriani Rambe. She did not choose suitable suffix of verb forming for question number 3,6,19,22,34and 39 meanwhile for question number 14 and 37 she choosed correct answer. So, she got 5 score.

The twenty fourth was Suci Rahayu. She did not choose suitable suffix of verb forming for question number 3,6,19,22, 34 and 39 meanwhile for question number 14 and 34 she choosed correct answer. So, she got 5 score.

The twenty fifth was Ummi Kalsum Lubis. She did not choose suitable suffix of verb forming for question number 3,6,14,19,34, and 39 meanwhile for question number 22 and 37 she choosed correct answer. So, she got 5 score.

The twenty sixth was Ummu Habibah . She did not choose suitable suffix of verb forming for question number 3,6,14,19,22,34,37 meanwhile for question number 39 she choosed correct answer. So, she got 2,5 score.

The twenty seventh was Warhami. She did not choose suitable suffix of verb forming for question number 3,14, and 39 meanwhile for question number 6,22,34,37 and 39 she choosed correct answer. So, she got 12,5 score.

The twenty eighth was Wika Mutiah Sinaga . She did not choose suitable suffix of verb forming for question number 3,6,14,19, and 39 meanwhile for question number 22,34, 37 she choosed correct answer. So, she got 7,5 score.

The twenty nineth was Wilda Chairani Rambe. She did not choose suitable suffix of verb forming for question number and 3,6,19,22 meanwhile for question number 14,34,37 and 39 she choosed correct answer. So, she got 10 score.

The thirty was Zulpadli Hariansah. He did not choosed suitable suffix of verb forming for each question number until he got zero score. He was lack in verb forming.

Based on the explanation above, the researcher described all of the students' word formation about verb forming can be known with score 197,5. The total score studets word formation about verb forming 197,5 time 100 percent divided to 30 students and the result was 6,58 %.

### c) Students' Word Formation About Adverb Forming

In this part about material of test, researcher has given multiple choice test. The students ordered to choose suitable word formation about suffix which is included in adverb forming. Test consist of 6 questions, with number item 10,24,29,32,33 and 38 with 30 students. Every question give 2.5 score and for adverb forming that the total score is 15.

**Table X Indicators Of Test In Adverb Forming**

No	Subject of indicators	Items	Score of each item
3	-Ly -Wise	10,24,29, 32, 33,38	2,5
		6	15

Based on the explanation above can be known, that the result of test about adverb forming with the following explanation below.

The first was Abdul Muiz Pane . He did not choose suitable suffix of adverb forming for question number 32,33, and 38 meanwhile for question number 10,24 and 29 he choosed correct answer. So, he got 7,5score.

The second was Ahmad Taufiq. He did not choose suitable suffix of adverb forming for question number 24,32, and 38meanwhile for question number 10,29, and 33 he choosed correct answer. So, he got 7,5 score

The third was Elly Siti Haawati Siregar. she did not choose suitable suffix of adverb forming for question number 24,32, and 33meanwhile for question number 10,29, and 38 he choosed correct answer. So, he got 7,5 score

The fourth was Enni nasution. She did not choose suitable suffix of adverb forming for question number 32 and 33 meanwhile for question number 10,24,29, and 38 he choosed correct answer. So, he got 10 score

The fifth was Haris Munandar. He did not choose suitable suffix of adverb forming for question number 10,24,29,32 and 38 meanwhile for question number 33 he choosed correct answer. So, he got 2,5 score.

The sixth was Hartika Hasibuan. She did not choose suitable suffix of adverb forming for question number 32,33, and 38 meanwhile for question number 10,24 and 29 she choosed correct answer. So, she got 7,5 score.

The seventh was Helli Nofrita. She did not choose suitable suffix of adverb forming for question number 10,24,32,33 and 38 meanwhile for question number 29 she choosed correct answer. So, she got 2,5score.

The eighth was Ita Erpina. She did not choose suitable suffix of adverb forming for question number 10,24,32,33 meanwhile for question number 29 and 38 she choosed correct answer. So, she got 5 score.

The ninth was Isma Yanti. She did not choose suitable suffix of adverb forming for question number 29,33,38 meanwhile for question number 10,24 and 32 she choosed correct answer. So, she got 7,5score.

The tenth was Juni Aida. She did not choose suitable suffix of adverb forming for question number 29,32,33,38 meanwhile for question number 10 and 24she choosed correct answer. So, she got 5 score.

The eleventh was Maisaroh. She did not choosed suitable suffix of adverb forming for question number 10,24,32,33, meanwhile for question number 29, 38she choosed correct answer. So, she got 5 score.

The twelveth was Moratua Rangkuti. He did not choose suitable suffix of verb forming for question number 10,29,33 meanwhile for question number 24, 32, and 38 she choosed correct answer. So, he got 10score.

The thirteenth was Nova Ariyanti Pandiangan. She did not choose suitable suffix of adverb forming for question number 10,29,32 and 38 meanwhile for question number 24, 38 she choosed correct answer. So, she got 5 score.

The fourteenth was Puspita sari dewi. She did not choose suitable suffix of adverb forming for question number 32,33,and 38meanwhile for

question number 10,24,29 she choosed correct answer. So, she got 7,5 score.

The fifhtteenth was Reza Amalia. She choosed each correctly answer in adverb forming.so,he got 15.

The sixteenth was Ridwana Siregar. He did not choose suitable suffix of adverb forming for question number 32,33,38 meanwhile for question number 10,24,29 she choosed correct answer. So, he got 7,5 score.

The seventeenth was Robiatul Adawiyah Hasibuan . She did not choose suitable suffix of adverb forming for question number 10,24,32,33,38 meanwhile for question number 29 she choosed correct answer. So, she got 2,5 score.

The eighteenth was Rosmaini Lubis. She did not choose suitable suffix of adverb forming for question number 6 and 10meanwhile for question number 24,32,33,38 she choosed correct answer. So, she got 10 score.

The nineteenth was Samni Purnama Hasibuan. She did not choose suitable suffix of adverb forming for question number 32,33 meanwhile for question number 10,24,29,38she choosed correct answer. So, she got 10 score.

The twenty was Sastra Winata. He did not choose suitable suffix of adverb forming for question number 24,29,32,33meanwhile for question number 10,38she choosed correct answer. So, he got 5 score.

The twenty first was Seri wulan. She did not choose suitable suffix of adverb forming for question number 24,32,33,38 meanwhile for question number 10 and 29 she choosed correct answer. So, she got 5 score.

The twenty second was Siti Rahma. She did not choose suitable suffix of adverb forming for question number 32,33 and 38 meanwhile for question number 10,24,29 she choosed correct answer. So, she got 7,5 score.

The twenty third was Sisca Fitriani Rambe. She did not choose suitable suffix of adverb forming for question number 29,32,33 meanwhile for question number 10,24 and 38 she choosed correct answer. So, she got 7,5 score.

The twenty fourth was Suci Rahayu. She did not choose suitable suffix of adverb forming for question number 24,32,33 meanwhile for question number 10,29 and 38 she choosed correct answer. So, she got 7,5 score.

The twenty fifth was Ummi Kalsum Lubis. She did not choose suitable suffix of adverb forming for question number 24,29,32,33,38 and 39 meanwhile for question number 10 she choosed correct answer. So, she got 2,5 score.

The twenty sixth was Ummu Habibah . She did not choose suitable suffix of adverb forming for question number 10,29, and 38 meanwhile for



question number 24,32,22 she choosed correct answer. So, she got 7,5 score.

The twenty seventh was Warhami. She did not choose suitable suffix of adverb forming for question number 33,38 meanwhile for question number 10,24,29,32she choosed correct answer. So, she got 10 score.

The twenty eighth was Wika Mutiah Sinaga . She did not choose suitable suffix of adverb forming for question number 24,32,33,38 meanwhile for question number 10,29she choosed correct answer. So, she got 5 score.

The twenty nineth was Wilda Chairani Rambe. She did not choose suitable suffix of adverb forming for question number 29,32, and 38 meanwhile for question number 10,24,33 she choosed correct answer. So, she got 7,5 score.

The thirty was Zulpadli Hariansah. He did not choose suitable suffix of adverb forming for question number 29,32,33,and 38 meanwhile for question number 10,24 she choosed correct answer. So, she got 5 score.

Based on the explanation above, the researcher described all of the students' word formation about adverb forming can be known with score 210 The total score students understanding in verb and verb was 210 time 100 percent divided to 30 students and the result was 7 %.

#### **d)Students' Word Formation About Adjective Forming**

In this part about material of test, researcher has given multiple choice test. The students ordered to choose suitable word formation about suffix which is included in adjective forming. Test consist of 13 questions, with number item 4,8,9,12,15,16, 17,20,23,28,30,36, 40 with 30 students. Every question give 2.5 score and for adjective forming that the total score is 32,5.

**Table XI Indicators Of Test In adjective Forming**

No	Subject of indicators	Items	Score of each item
4	<i>al, -ar, -ic, -ical</i> <i>-able, -ible-ous</i> <i>-ful, -less, -ish</i> <i>-ed, -ive</i>	4, 8, 9 12, 15, 17 , 20, 16, 23, 28 30, 36, 40	2,5
		13	32,5

Based on the explanation above can be known, that the result of test about adjective forming with the following explanation below.

The first was Abdul Muiz Pane . He did not choose suitable suffix of adjective forming for question number 4,8,9,17,28,30,36 meanwhile for question number 12,15,16,20,23,40 he choosed correct answer. So, he got 15score.

The second was Ahmad Taufiq. He did not choose suitable suffix of adjective forming for question number 8,15,17,2830,36 meanwhile for

question number 4,9,12,16,20,23,40 he choosed correct answer. So, he got 17,5 score.

The third was Elly Siti Haawati Siregar. she did not choose suitable suffix of adjective forming for question number 4,8,7,9,16,28,30,36 meanwhile for question number 12,15,20,23,40 she choosed correct answer. So, she got 12,5 score.

The fourth was Enni nasution. She did not choose suitable suffix of adjective forming for question number 8,9,17,28,30,36 meanwhile for question number 4,12,15,20,16,23,and 40 she choosed correct answer. So, she got 17,5 score.

The fifth was Haris Munandar. He did not choose suitable suffix of adjective forming for question number 4,8,12,15,16,17,20,28,30,36 meanwhile for question number 9,23 and 40 he choosed correct answer. So, he got 7,5 score.

The sixth was Hartika Hasibuan. She did not choose suitable suffix of adjective forming for question number 4,8,12,23,30,36 meanwhile for question number 9,15,16,17,20,28,40 she choosed correct answer. So, she got 17,5 score.

The seventh was Helli Nofrita. She did not choose suitable suffix of adjective forming for question number 4,9,12 and 30 meanwhile for question number 8,15,16,17,20,23,28,36 and 40 she choosed correct answer. So, she got 22,5 score.

The eighth was Ita Erpina. She did not choose suitable suffix of adjective forming for question number 4,8,9,12,20,23,30 meanwhile for question number 15,16,17,28,36,40 she choosed correct answer. So, she got 15 score.

The ninth was Isma Yanti. She did not choose suitable suffix of adjective forming for question number 4,8,12,30,36 meanwhile for question number 9,15,16,17,20,23,28,40 she choosed correct answer. So, she got 20 score.

The tenth was Juni Aida. She did not choose suitable suffix of adjective forming for question number 4,8,9,15,20,28,30 meanwhile for question number 12,16,17,23,36,40 she choosed correct answer. So, she got 15 score.

The eleventh was Maisaroh. She did not choosed suitable suffix of adjective forming for question number 4,8,9,12,15,16,17,20,23 meanwhile for question number 15,28,30,36,40 she choosed correct answer. So, she got 12,5 score.

The twelveth was Moratua Rangkuti. He did not choose suitable suffix of adjective forming for question number 8,9,12,30,36 meanwhile for question number 4,15,16,17,20,23,28,40 she choosed correct answer. So, he got 20 score.

The thirteenth was Nova Ariyanti Pandiangan. She did not choose suitable suffix of adjective forming for question number

4,8,9,15,20,23,28,30,36 meanwhile for question number 12,16,17,40 she choosed correct answer. So, she got 10 score.

The fourteenth was Puspita sari dewi. She did not choose suitable suffix of adjective forming for question number 8,12,15,,28,30meanwhile for question number 4,9,16,17,20,,23,36,40 she choosed correct answer. So, she got 20 score.

The fifhteenth was Reza Amalia. She did not choose suitable suffix of adjective forming for question number4, 8,9,20,28,36meanwhile for question number 12,15,17,16,23,30,40, she choosed correct answer. So, she got 17,5 score.

The sixteenth was Ridwana Siregar. He did not choose suitable suffix of adjective forming for question number 8,9,15,30,36meanwhile for question number 4,12,17,16,20,23,28,40. she choosed correct answer. So, he got 20 score.

The seventeenth was Robiatul Adawiyah Hasibuan . She did not choose suitable suffix of adjective forming for question number 4,8,9, 20,23,36 meanwhile for question number 12,15,17,16,28,30,40 she choosed correct answer. So, she got 17,5 score.

The eighteenth was Rosmaini Lubis. She did not choose suitable suffix of adjective forming for question number 4,8,9,12,15,20,23,28,30,36 meanwhile for question number 16,17,40 she choosed correct answer. So, she got 7,5 score.

The nineteenth was Samni Purnama Hasibuan. She did not choose suitable suffix of adjective forming for question number 4,8 meanwhile for question number 9,12,15,16,17,20,23,28,30,36,40 she choosed correct answer. So, she got 27,5 score.

The twenty was Sastra Winata. He did not choose suitable suffix of adjective forming for question number 4,36 meanwhile for question number 8,9,12,15,16,17,20,23,28,30,40 she choosed correct answer. So, he got 27,5 score.

The twenty first was Seri wulan. She did not choose suitable suffix of noun forming for question number 8,9,12,15,20,28,30,40 meanwhile for question number 4,16,17,23,36 she choosed correct answer. So, she got 12,5 score.

The twenty second was Siti Rahma. She did not choose suitable suffix of noun forming for question number 4, 8,9,36,40 meanwhile for question number 12,15,16,17,20,23,28,30 she choosed correct answer. So, she got 20 score.

The twenty third was Sisca Fitriani Rambe. She did not choose suitable suffix of adjective forming for question number 4,8,9,36,40 meanwhile for question number 12,15,17,16,20,23,28,30 she choosed correct answer. So, she got 20 score.

The twenty fourth was Suci Rahayu. She did not choose suitable suffix of adjective forming for question number 8,9,16,17,23,28,30,36

meanwhile for question number 4,12,15,20,40 she choosed correct answer. So, she got 12,5 score.

The twenty fifth was Ummi Kalsum Lubis. She did not choose suitable suffix of noun forming for question number 8,9,16,17,23,28,30,36 meanwhile for question number 4,12,15,20,40 she choosed correct answer. So, she got 12,5 score.

The twenty sixth was Ummu Habibah . She did not choose suitable suffix of adjective forming for question number 4,8,9,16,17,28,30,36 meanwhile for question number 12,15,20,23, 40 she choosed correct answer. So, she got 12,5 score.

The twenty seventh was Warhami. She did not choose suitable suffix of adjective forming for question number 8,9,15,20,28,30,40 meanwhile for question number 4,12,16,17,23,36 she choosed correct answer. So, she got 15 score.

The twenty eighth was Wika Mutiah Sinaga . She did not choose suitable suffix of adjective forming for question number 8,9,15,16,23,28,30,36 meanwhile for question number 4,12,17,20,40, she choosed correct answer. So, she got 12,5 score.

The twenty ninth was Wilda Chairani Rambe. She did not choose suitable suffix of adjective forming for question number 8,15,23 meanwhile for question number 4,9,12,16,17,20,28,30,36,40 she choosed correct answer. So, she got 25 score

The thirty was Zulpadli Hariansah. She did not choose suitable suffix of adjective forming for question number 4,9,12,15,16,17,23,28,30,36 and 40 meanwhile for question number 8 and 20, she choosed correct answer. So, he got 5 score.

Based on the explanation above, the researcher described all of the students' word formation about adjective forming can be known with score 487,5 with The total score students word formation about adjective forming 487,5 time 100 percent divided to 30 students and the result was 16,25%.

Finally, the researcher described score all the students' word formation about noun forming, verb forming, adverb forming and adjective forming was 1427,5 time 100 percent divided in 30 amount of students and the result was 47,58%. So, to get the presentation about student's word formation test result, researcher makes a formula to find the mean score. Based on Anas Sudijono, the formula is.

$$\begin{aligned}
 p &= \frac{f}{N} \times 100 \\
 &= \frac{1427,5}{30} \times 100 \% \\
 &= 142750 \times 100 \% \\
 &= 47,58 \%
 \end{aligned}$$



So, the test about students' word formation at the fifth semester TBI IAIN Padangsidimpuan is enough categories. it can be seen table riduann below.

**Table XII**  
**Criteria Score Interpretation**

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high. <sup>1</sup>

Then researcher makes description scores of students' word formation at the fifth semester TBI IAIN Padangsidimpuan following explanations. So, to complete the final result of research, the researcher related the result of list test collectively in the following table, They are:

**Table XIII**  
**The Description of Students Score in word formation**

No	Students' Initial Names	Score	Total scores* 2.5
1.	AMP	16	40
2.	AT	16	40
5.	ESHS	16	40
7.	EN	16	40
9.	HM	9	22,5
10.	HH	22	55
12.	HN	25	62,5
15.	IE	16	40

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<sup>1</sup> Riduan, *Op.Cit*, p. 89.

16.	IY	22	55
17.	JA	22	55
19.	MSRH	16	40
22.	MTR	26	65
23.	NAP	18	45
24.	PSD	19	47,5
25.	RA	21	52,5
26.	RS	25	62,5
27.	RAH	20	50
28.	RL	18	45
29.	SPH	23	57,5
30.	SW	25	62,5
31.	SW	21	52,5
33.	SR	19	47,5
34.	SFR	21	52,5
35.	SR	16	40
36.	UKL	15	37,5
37.	UH	16	40
38.	WHRMN	24	60
39.	WMS	16	40
40.	WCR	23	57,5
42.	Z	9	22,5
Total		571	1427,5
Mean Score			47,58
Highest Score			65
Lowest Score			22,5
Median			47,5
Modus			40

So, based on table above, the researcher concluded that students' word formation score. That mean score 47,58, then the highest score 65 until the lowest score 22,5 with Median 47,5 and Modus 40.

## b. The Students' Difficulties in suffix

Based on the result of the interview with students, there are some difficulties that usually faced by students when learning word formation . First, Khairun Nisa said that she studied suffix difficulty, she doesn't understand how to put suffix in new word.<sup>2</sup> Then, Puspita Sari dewi said that she doesn't get more knowledge in learning suffix because she is lack of vocabulary<sup>3</sup>. Additionally , Samni Purnama Hasibuan said that she understand suffix difficulties. She give reason about it that she feel difficulties to recognize word class.<sup>4</sup>

Furthermore, Sisca Fitriani Rambe said that she is difficulties to change word function in suffix. For example, how to noun forming, verb forming, etc. She did not remember how suffix rules in English.<sup>5</sup>

Meanwhile, Suci Rahayu said that she find difficulty in learning suffix because forming may change a part of speech , therefore suffix has own areas of usage with different qualities.<sup>6</sup> On the other hand, Umni Kalsum Lubis said that she also has difficulties in learning suffix, she is confuse to match a correct suffix in new words.<sup>7</sup> Finally, Wika Mutiah suffix because lack of vocabulary and she couldn't in word formation.<sup>8</sup>

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<sup>2</sup> Khairun Nisa ,Students of TBI-2, *Private Interview*, November 26<sup>th</sup> 2014.

<sup>3</sup> Puspita Sari Dewi, Students of TBI-2, *Private Interview*, November 26<sup>th</sup> 2014.

<sup>4</sup> Samni Purnama Hasibuan, Students of TBI-2, *Private Interview*, November 26<sup>th</sup> 2014.

<sup>5</sup> Sisca Fitriani Rambe, Sisca Fitriani Rambe, Students of TBI-2, *Private Interview*, November 26<sup>th</sup> 2014.

<sup>6</sup> Suci Rahayu, Students of TBI-2, *Private Interview*, November 26<sup>th</sup> 2014.

<sup>7</sup> Umni Kalsum Lubis, Students of TBI-2, *Private Interview*, November 26<sup>th</sup> 2014.

<sup>8</sup> Wika Mutiah Sinaga, Students of TBI-2, *Private Interview*, November 26<sup>th</sup> 2014.

According to Mrs Fitri Rayani Siregar M.Hum, there are some students' difficulties in word formation especially in suffix. In essentials, from all subjects the students' decrease in word formation. Because the students are lazy to memorize meaning of suffix, kinds of suffix, word function, besides they are lazy to do exercise, they are lazy to read dictionary and they are lazy come to class.<sup>9</sup>

Based on the problem above the researcher concluded that the students' difficulties in word formation at the Fifth Semester TBI IAIN Padangsidempuan are especially in suffix, that is how to noun forming, verb forming, adjective forming and adverb forming. That Students' difficulties to memorize suffix, how to recognize class word and word function are enough categories.

**c. The Lecturer's Efforts to Overcome Students' Difficulties in Word function**

Based on the result of the interview toward Morphology lecturer, to anticipate the difficulties of the students in word formation and how to give other examples in environment. To overcome students' difficulties in word formation especially in suffix.

There are efforts to overcome students' difficulties in Suffix by Mrs. Rayani Siregar, M.Hum as:

- 1) Students should repeat about suffix and some examples suffix in the class or the house.
- 2) Students also trained to write examples suffix often.

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<sup>9</sup> Mrs Fitri Rayani Siregar, M.Hum, Morphology Lecturer TBI-2 IAIN Padangsidempuan, *Private Interviews*, at November 27<sup>th</sup> 2014.

- 3) Students should memorize kinds of suffix.
- 4) Students should be not lazy to do exercise.
- 5) Students not only activated learning suffix in the class but also the outdoor.
- 6) Students should read dictionary to enrich vocabulary .
- 7) Students searched internet directly about suffix to add knowledge about how word formation in English.
- 8) Based that, the efforts to overcome students' difficulties in word formation .That is Explaining theoretical about suffix, Giving photocopy and exercise about suffix. Commanding students to read dictionary. Asking students to memorize kinds of suffix. Ordering students to search learning suffix directly from internet. Finally, Motivating students in learning process.<sup>10</sup>

So, based on explanation above that there are many students' difficulties in word formation. Especially in suffix, each studets have point of view to understand word formation.

The difficulties of the students' in word formation is the students' difficulties to memorize meaning of suffix, kinds of suffix, that is how to change word function. Like as, how to change noun be adjective, adjective be adverb etc. Besides, students are lazy to practice about suffix. And they don't applicate their knowledge in habitually.

## **B. Discussion**

After analyzing the collecting data, It was gotten that an analysis on students' word formation at the fifth semester TBI IAIN Padangsidempuan was enough categories. It can be seen from the calculating score (Appendix v) that students' word formation was 47.58%.

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<sup>10</sup> Mrs Fitri Rayani Siregar, *Loc. Cit.*

While according to research was done by Edi Irwansyah's script entitled *Derivational Morpheme On The Students' Thesis In State Institute For Islamic Studies Padangsidimpuan*. The researcher was analyzed that mean score was 24.75% into low categories. The students' in using derivational affixation are classified into four, they are: Noun forming (64.9%), Adjective form (5.55%), Verb form (5.12%), Adverb form (23.50%). The result of the derivational morpheme in writing thesis in English Department showed that most students dominant is Noun forming with 163 words (64.9%), The errors which are made by the students are caused change from one part of speech by derivational affixation (suffixes and prefixes) when attached to stem and change meaning, lack of the students knowledge about derivational morpheme.<sup>11</sup>

While The researcher's name Latifah Aini Siregar (2008), this research was designed comparative research with applies the method of library research was conducted by using descriptive analysis, with title, "A comparative study on the process of morphological suffix in English and Indonesian", she make conclusion that the process of morphological suffixes in English are noun to verb, noun to adjective, adjective to noun, adverb to adjective.<sup>12</sup>

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<sup>11</sup> Edi Irwansyah, *Derivational Morpheme On The Students' Thesis In State Institute For Islamic Studies Padangsidimpuan* ( A Thesis, Padangsidimpuan :2014), p. 44

<sup>12</sup> Latifah Aini siregar, *A comparative study on the process of morphological suffix in English and Indonesian* ( A Thesis, Padangsidimpuan :2008), p. 46

There were some problem that faced in word formation. students were lack in word formation. That is how to noun forming, how to verb forming, how to adverb forming and how to adjective forming. It can be seen from the students' scores. The students were gotten very low scores. In addition, based on interviewed to Morphology lecturer, the researcher was found the same answer. That students' difficulties to memorized meaning of suffix, kinds of suffix, and word function. Then, the students' were minus in vocabulary mastery.

based on the explanation above that students' word formation if it is connected with result of the research formerly could be categorize into enough categories. Because, the result is 47,58 nearly with result formerly.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

After getting the result of the research ,the researcher makes the conclusions as follows:

1. The totality of Students' test in word formation at the fifth semester TBI 2 IAIN Padangsidempuan is enough categories with mean score is 47,58 score % with totality Test of suffix in noun forming is 17,75 %, verb forming is 6,58 %, adverb forming 7%, and adjective forming is 16,25 %.
2. The difficulties of the students' in word formation is the students' difficulties to memorize meaning of suffix, kinds of suffix, that is how to change word function. Like as, how to change noun be adjective, adjective be adverb etc. Besides, students are lazy to practice about suffix. And they don't applicate their knowledge in habitually.
3. The efforts by Mrs. Fitri Rayani Siregar, M.Hum in word formation especially about suffix. Explaining theoretical about suffix, Giving photocopy and exercise about suffix. Commanding students to read dictionary. Asking students to memorize kinds of suffix. Ordering students to search learning suffix directly from internet. Finally, Motivating students in learning process.



## **B. Suggestions**

Based on the conclusions and the implication of the research that have mention previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. To as the leader of English Education Department shall active to guide students' in learning English especially in Word formation and giving motivation to the Morphology lecturer to increase her profesional in teaching Morphology.
2. To lecturer of English, especially Morphology lecturer : g iving efforts to develop the students' ability on word formation in learning process.
3. To the students at the fifth semester year of English Education Study Program (TBI) IAIN Padangsidempuan shall do often excercise in learning word formation , especially in suffix. That is how noun forming That is how to form noun to be noun, verb to be noun and adjective to be noun. The second is verb forming. That is how to form verb to be verb, noun to be verb and adjective to be verb. The third is adverb forming. That is how to form adjective to be adverb and noun to be adverb . The fourth is adjective forming. That is how to form adjective to be adjective, noun to be adjective and verb to be adjective.

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