



**THE INFLUENCE OF MORPHEME MASTERY
ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT
AT SIXTH SEMESTER OF ENGLISH EDUCATION STUDY
PROGRAM STAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the English Study Program Tarbiyah Department STAIN
Padangsidimpuan
as a Partial Fulfilment of the Requirements for the Degree of
Islamic Educational Scholar (S.Pd.I) in English Program*

BY:

ANNA LELI HARAHAHAP
Reg. No: 08 340 0005

ENGLISH EDUCATION STUDY PROGRAM

**DEPARTMENT OF TARBIYAH
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN
2012**



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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF TARBIYAH
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PADANGSIDIMPUAN
2012**

Hal : Sidang Skripsi
a.n. Anna Leli Harahap
Lamp : 5 (Lima) Exemplar
Padangsidimpuan
di

Padangsidimpuan, 2012
Kepada Yth.
Bapak Ketua STAIN

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Assalamu 'alaikum Wr. Wb

Setelah membaca, meneliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Anna Leli Harahap yang berjudul: "THE INFLUENCE OF MORPHEME MASTERY ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM STAIN PADANGSIDIMPUAN" maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam bidang Tadris Bahasa Inggris Jurusan Tarbiyah STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerjasamanya kami ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

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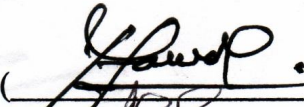
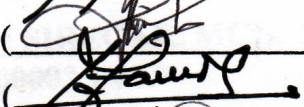
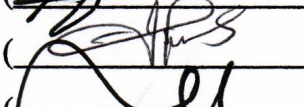
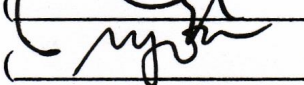


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ON STUDENTS' ABILITY IN WRITING
RECOUNT TEXT AT SIXTH SEMESTER OF
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Pukul 09.00 s/d 12.30 WIB
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Indeks Prestasi Kumulatif/IPK. 3.45
Predikat : Amat Baik



KEMENTERIAN AGAMA

SEKOLAH TINGGI AGAMA ISLAM NEGERI

PADANGSIDIMPUAN

PENGESAHAN

Skripsi Berjudul : THE INFLUENCE OF MORPHEME MASTERY ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM STAIN PADANGSIDIMPUAN

Ditulis oleh : ANNA LELI HARAHAHAP
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Telah dapat diterima sebagai salah satu syarat memperoleh gelar
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Judul Skripsi : The Influence of Morpheme Mastery on Students Ability in Writing Recount Text at Sixth Semester of English Study Program STAIN Padangsidimpuan.

Dengan ini menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing dan tidak melakukan plagiasi sesuai dengan Kode Etik Mahasiswa pasal 14 ayat 2.

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Padangsidimpuan, 12 Juli 2012

Saya yang menyatakan




ANNA LELI HARAHAP
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In the name of Allah, the beneficent and the merciful

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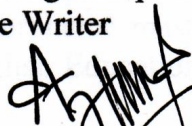
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The Writer



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ABSTRACT

THE INFLUENCE OF MORPHEME MASTERY ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM STAINPADNGSIDIMPUAN

This research discussed about the influence of morpheme mastery on students' ability in writing recount text. The formulation of the problem: Is there the influence of morpheme mastery on students' ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidimpuan? and this research intended to know whether there is the influence of morpheme mastery on students' ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidimpuan.

The research was conducted by quantitative method. The population that is going to be researched in this occasion is sixth semester of English Education Study Program STAIN Padangsidimpuan, the total of population is 86 students. Then, the sample of this research is all of population as sample being the subject is less than 100. Next, this research used test as instrument, test was divided to morpheme and writing recount text. To analysis the data, the writer used formulation of analysis product moment.

After calculating the data, there is an influence of morpheme mastery on students' ability in writing recount text. It can be seen from $t_{count} > t_{table}$ ($0.423 > 0.207$). So, the hypothesis was received. It meant there was lowest influence morpheme mastery on students' ability in writing recount text. The last, the result regression of research was $Y = a + b X$, $Y = -23.55 + 0.918 X$.

CHAPTER I

INTRODUCTION

A. Background of the Problem

The world of education today has significantly grown rapidly, no exception to language education, especially English. Because English is one of international languages which is very influential in the International relation, for example in economic, agriculture, hygiene, politic, and education. In Indonesia, the needed of English as a foreign language has developed. It was an instrument to transfer modern knowledge, culture, and to grow up international relation. Realizing how the important this language, our government has determined English as the first foreign language to be taught in Indonesia.

There are four skills in a language; listening, speaking, reading and writing. the first listening, listening is the process of a unidirectional receiving of audible symbols or an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms. The second, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Next, reading is a receptive skills, it is a transactional between a reader and writer. The last, writing is one of the four language skill that is the way its native speaker to organize a piece of both spoken and written information.

Writing is one of the four language skill that is the way its native speaker to organize a piece of both spoken and written information. By writing made information listened to be remembered. As saying in Holy Koran (Al- Baqharah 282)

يَتَأَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدَيْنٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ ۚ وَلْيَكْتُب بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ ۚ وَلَا يَأْب كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ ۚ فَلْيَكْتُبْ وَلْيَمْلِكِ الَّذِي عَلَيْهِ الْحَقُّ وَلْيَتَّقِ اللَّهَ رَبَّهُ وَلَا يَبْخَسَ مِنْهُ شَيْئًا ۚ فَإِنْ كَانَ الَّذِي عَلَيْهِ الْحَقُّ سَفِيهًا أَوْ ضَعِيفًا أَوْ لَا يَسْتَطِيعُ أَنْ يُمِلَّ هُوَ فَلْيَمْلِكْ وَلِيُهُ بِالْعَدْلِ ۚ وَأَسْتَشْهِدُوا شَهِيدَيْنِ مِنْ رِجَالِكُمْ ۖ فَإِنْ لَمْ يَكُونَا رَجُلَيْنِ فَرَجُلٌ وَامْرَأَتَانِ مِمَّن تَرْضَوْنَ مِنَ الشُّهَدَاءِ أَنْ تَضِلَّ إِحْدَاهُمَا فَتُذَكِّرَ إِحْدَاهُمَا الْأُخْرَىٰ ۚ وَلَا يَأْب الشُّهَدَاءُ إِذَا مَا دُعُوا ۚ وَلَا تَسْمَعُوا أَنْ تَكْتُبُوهُ صَغِيرًا أَوْ كَبِيرًا إِلَىٰ أَجَلِهِ ۚ ذَٰلِكُمْ أَقْسَطُ عِنْدَ اللَّهِ وَأَقْوَمٌ لِلشَّهَادَةِ وَأَدْنَىٰ أَلَّا تَرْتَابُوا ۚ إِلَّا أَنْ تَكُونَ تِجْرَةً حَاضِرَةً تُدِيرُونَهَا بَيْنَكُمْ فَلَيْسَ عَلَيْكُمْ جُنَاحٌ أَلَّا تَكْتُبُوهَا ۗ وَأَشْهِدُوا إِذَا تَبَايَعْتُمْ ۚ وَلَا يُضَارَّ كَاتِبٌ وَلَا شَهِيدٌ ۚ وَإِنْ تَفَعَّلُوا فَإِنَّهُ فُسُوقٌ بِكُمْ ۗ وَاتَّقُوا اللَّهَ ۖ وَاعْلَمُوا أَنَّ اللَّهَ بِكُلِّ شَيْءٍ عَلِيمٌ ﴿٢٨٢﴾

(o' ye who believe! When ye deal with each other, in transactions involving future obligations in a fixed period of time, reduce them to writing let a scribe write down faithfully as between the parties: let not the scribe refuse to write: as Allah has taught him, so let him write. Let him who incurs the liability dictate, but let him fear His Lord Allah and not diminish aught of what he owes. If the party liable is mentally deficient, or weak, or unable himself to dictate, let his guardian dictate faithfully. And get two witnesses, out of your own men, and if there are not two men, then a man and two women, such as ye choose, for witnesses, so that if one of them errs, the other can remind her. The witnesses should not refuse when they are called on for evidence. Disdain not to reduce to writing your contract for a future period, whether it be small or big: it is justier in the sight of Allah, more suitable as evidence, and more convenient to prevent doubts among

yourselves but if it be transaction which ye carry out on the spot among yourselves, there is no blame on you if ye reduce it not to writing. But take witnesses whenever ye make a commercial contract, and let neither scribe nor witness suffer harm, it would be wickedness in you. So fear Allah, for Allah that teaches you. And Allah is well acquainted with all things).¹

So the conclusion, writing is the process of giving information by texts that involved in generating the letters, words and sentences. So, group of some sentences is called text.

There are kinds of text which learned by students, they are: procedure text, descriptive text, narrative text, report text, explanation text, exposition text, anecdote text, spoof text and recount text. In junior high school, students learn about procedure text, descriptive text, narrative text and recount text. Whereas, in senior high school, they learn about report text, explanation text, exposition text, anecdote text and spoof text. All of the kinds of the text above learned by students in university.

Recount text is to retell events for the purpose of informing or entertaining. In the text of recount, nothing goes wrong as it does in narrative; all events occur normally as they do in natural settings. AS. Honby says that “recount text is to tell somebody about something, especially something that you have experienced.”²

In learning those kinds of texts students need to know the linguistics of the language being learned. There are subject in linguistics. They are; phonology, syntax,

¹ Abdullah Yusuf Ali, *The Glorious Quran* (Beirut: Dar El Fikr, 2009), p. 112.

² AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1106.

morphology, semantic and pragmatics. Phonology, it is the study of the systems of sounds in a language. Syntax, it is the study of the structure. Semantics, it is the study of linguistic meaning. Pragmatic, it is the study of how language used to communicate, and then morphology.

Morphology is study about word forming, that include morphemes. Morpheme is subject about word, its means morpheme as a minimal unit having more or less constant meaning associated with more or less constant form. AS. Hornby, says that “morpheme is the smallest meaningful part into which a word.”³ Studying about morpheme usually learned at university, especially English Education Study Program. Most of students have not understood about lexical morpheme and grammatical morpheme. It based on the interview the writer with some of students in other university and they are from English Education Study Program.

Absolutely, students must comprehend about lexical morpheme and grammatical morpheme, but most of the students do not comprehend about lexical morpheme and grammatical morphemes. They do not know free and bound morpheme in lexical or free and bound morpheme in grammatical, and they also do not understand process of morphemes, process of morpheme as vocabulary. So they have problem when they are writing especially in writing recount text.

In STAIN Padangsidimpuan has found most of students have low ability in writing recount text because they do not comprehend about morpheme in lexical and

³ *Ibid.*, p. 1076.

morpheme in grammatical. They also do not understand about process of morpheme that as vocabulary, and the last most of students do not comprehend about structural element of recount text. It is found in sixth semester of English Education Study Program, although they have studied English at least 8 (eight) years. They have studied about morphology and writing. According to Miss Afri yanti, some of her students at sixth semester of English Education Study Program do not comprehend about morpheme. The students also have average score 65 in writing. It is proved on the data of the students' writing ability that taken from their document.

So this research has been done in STAIN Padangsidimpuan at sixth semester of English Education Study Program. Their basic competence is the students must mastery in morpheme and ability in writing recount text. In this thesis, the writer is interested to search about **“The Influence of Morpheme Mastery on Students' Ability in Writing Recount Text at Sixth Semester of English Education Study Program STAIN Padangsidimpuan.”**

B. Identification of the Problem

Based on background of research, in STAIN Padangsidimpuan has found most of students have low ability in writing recount text because they do not comprehend about morpheme in lexical and morpheme in grammatical. They also do not understand about process of morpheme that as vocabulary, and the last most of students do not comprehend about structural element of recount text. It is found in

sixth semester of English Education Study Program, although they have studied English at least 8 (eight) years. They have studied about morphology and writing. According to Miss Afri yanti, some her of students at sixth semester of English Education Study Program do not comprehend about morpheme. The students also have average score 65 in writing. It is proved on the data of the students' writing ability that taken from their document. So that, the writer offered to solve the problem of the students' ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidimpuan.

C. Limitation of the Problem

Based on the identification of problem above there are many problems include in English. They are impossible to search all. So, the researcher limited the problems on morpheme mastery in lexical morpheme and grammatical morpheme, and the students' ability in writing recount text.

D. Formulation of the Problem

From the identification of problem, so the formulation needed to be given of research. Furthermore, the formulation of the problems, are:

1. How was the sixth semester students' morpheme mastery in English Education Study Program STAIN Padangsidimpuan?

2. How was the sixth semester students' ability in writing recount text in English Education Study Program STAIN Padangsidempuan?
3. Was there the influence of morpheme mastery on students' ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidempuan?

E. Aim of the Research

1. To know students' morpheme mastery at sixth semester of English Education Study Program STAIN Padangsidempuan.
2. To know students' ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidempuan.
3. To know whether there is the influence of morpheme mastery on students ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidempuan.

F. Significances of the Research

According to the background of problems, so the significances of research:

1. To the lecturer about their students' ability in morpheme mastery and students' ability in writing text recount as information.
2. To the chief of English Education Study Program as the measurement teaching progress.

3. To other researchers as an information to do a further research.

G. Definition of Operational Variables

1. Morpheme mastery is the comprehend about word, its means morpheme as a minimal unit having more or less constant meaning associated with more or less constant form.⁴
2. Writing recount text is the process of giving information by text, to retell events for the purpose of informing or entertaining.⁵

H. Outline Thesis

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

In the chapter one, consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aim of the research, significances of the research, definition of operational variables.

In the chapter two, consist of theoretical description, which consist sub chapter such as theoretical review consists of morpheme, writing and recount text. Then review of related findings, conceptual framework, and hypothesis.

⁴ Nirmala Sari, *An Introduction To Linguistics* (Jakarta: Departemen Pendidikan Dan Kebudayaan, 1988), p.80.

⁵ Linda Gerot and Peter Wignell, *Making sense of functional grammar* (Australia: Gerd Stabler, 1994), p. 194.

In chapter three, consist of research methodology, which consist of sub chapter such as time and place of research, research design, population and sample, instrument of data collecting, procedure of research, validity of instrument, result of validity and technique of data analysis.

In chapter four, consist of analysis data, which consist of sub chapter such as data description, testing of hypothesis, discussion and threats of the research.

The last is chapter five, consist of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Morpheme

a. Definition of Morpheme

Morpheme is the smallest units of meaning. As stated by some experts such as, According to AS. Hornby “morpheme is the smallest meaningful part into which a word.”¹ Besides that, A. Hill in Pateda says that “morpheme is a recurrent sequence of morphemes which contrast with other sequences or classes of sequences.”² While Elson and Pickett in Sari states that “morpheme is all of word or word elements.”³

In linguistic states that morpheme is the minimal grammatical unit, or as a minimal unit having more or less constant meaning associated with more or less constant form. There are three points to note with respect to morphemes.⁴ The first, they are distinct form, in that morphemes have a more or less constant form, which is usually reflected by their spelling. The second, morpheme as a minimal unit with more or less constant meaning associated with more or less constant form should be taken as a general rule of thumb rather than a hard and fast criterion. The third, it is important to note that

¹ AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1076.

² Mansoer Pateda., *Linguistik Sebuah Pengantar* (Bandung: Angkasa, 1994), p. 71.

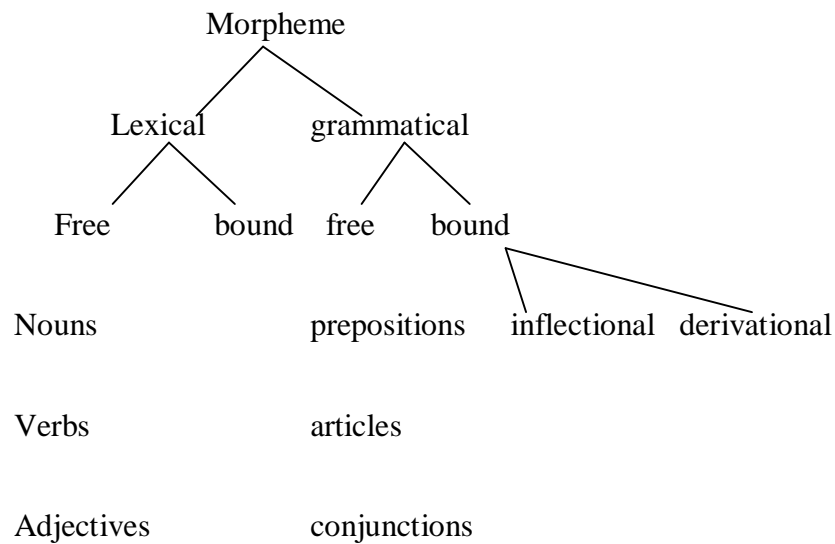
³ Henry Guntur Tarigan, *Pengajaran Morfologi* (Bandung: Angkasa, 1995), p. 4.

⁴ Nirmala sari, *An Introduction to Linguistics* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 80.

identical spelling do not necessarily indicate the same morpheme. So, morpheme is the smallest unit of word having more or less constant meaning.

b. Types of Morpheme

Division of morpheme into various types:⁵



From the figure above, morpheme will be explained as follow:

1) Lexical morpheme is morpheme has meaning. Lexical morpheme divided

in:

a) Free morphemes are those that can stand alone as words (noun, verb and adjective).⁶

⁵ *ibid.*, p. 80.

⁶ Laurel J. Brinton, *The Structure of Modern English A linguistic introduction* (Amsterdam: John Benjamins Publishing Company, 1984), p. 75.

For examples:

Noun	Verb	Adjective
Boy	Eat	older
Girl	Go	biggest
Cat	See	shorter
Car	Sing	nearest
House	Cry	smaller

- b) Bound morphemes are those that cannot stand alone by itself as a word (free and bound morpheme).⁷

For examples:

Word	Free morpheme	Bound morpheme
Boys	Boy	s
Cats	Cat	s
Goes	Go	es
Sings	Sing	s
Smaller	Small	er
Studied	Study	ed

⁷ *Ibid.*, p. 75.

Oldest	Old	est
--------	-----	-----

2) Grammatical morpheme is morpheme has not meaning. Grammatical morpheme divided in:

a) Free morphemes are those that can stand alone as words (preposition, article and conjunction).⁸

For examples:

Prepositions	Article	Conjunction
at	the	and
from	an	but
in	a	or
on		for
to		because
of		if

b) Bound morphemes are those that cannot stand alone as a word. Bound morpheme divided in:

(1) Inflectional morpheme is morphemes which serve a purely grammatical function, never creating a different word, but only a different form of the same word.⁹

⁸ *Ibid.*, p. 75.

For examples:

Free	Inflectional morpheme	Word
Man	e	Men (plural)
Walk	ed	Walked (past)
Wait	ing	Waiting (present participle)
Pretty	est	Prettiest (superlative)
Happy	er	Happier (comparative)

(2) Derivational morpheme is morphemes which derive (create) new words by either changing the meaning or the part of speech or both.¹⁰

For examples:

Free	Derivational morpheme	Word
Happy	Un	Unhappy
Kind	Ness	Kindness
Like	Dis	Dislike
Dark	Ness	Darkness
Full	Ness	Fullness

⁹ Nirmala Sari, *Op Cit.*, p. 83.

¹⁰ *Ibid.*, p. 83.

Pay	ment	Payment
Agree	Ment	Agreement

c. Process of Morpheme

- 1) An affix is the process of attaching bound morpheme to the base forms, for example:¹¹

Un+ happy = unhappy

Dis+ like = dislike

Im+ possible = impossible

Kind+ ness = kindness

Judge + ment = judgment

- 2) Reduplication is the process of repeating base form, part or completely with any variation or not, for example:¹²

Zig+ zag = zigzag

Fifty+ fifty = fiftyfifty

Goody+ goody= goodygoody

Pretty+ pretty= prettypretty

- 3) Internal change is the change of the morpheme much found in foreign language especially in English, for example:¹³

¹¹ Michael McCarthy, *English Vocabulary in Use Elementary* (English: Cambridge University Press, 1999), p. 75.

¹² *Ibid.*, p. 76

Singular	Plural
Mouse	Mice
Goose	Geese
Tooth	Teeth
Ox	Oxen
Man	Men

In addition, all irregular nouns are classified into this internal change.

- 4) Suppletion is the process of making an extremely new form and much found in English, for example:

Infinitive	Past tense	Past participle
Go	Went	gone
Do	Did	done
Have	Had	had
Get	Got	gotten
Fall	Fell	fallen

In addition, all irregular verbs include in this case.

¹³ *Ibid.*, p. 77.

- 5) Zero modification is the process in which it is no change in its form, but concept may be change as may be found in English, for example:¹⁴

Infinitive	Past tense	Past participle
Hit	Hit	hit
Cut	Cut	Cut
Set	Set	Set
Put	Put	Put
Slit	Slit	Slit

- 6) Compounding is the combination of two or more words to form a new word, for example:¹⁵

Sun+ light = sunlight

Black+ board = blackboard

Love+ story = love-story

In+ side = inside

Writing+ desk = writing-desk

¹⁴ Satrio Nugroho, *Practical Complete English Grammar* (Surabaya: Kartika, 2000), p. 182.

¹⁵ Michael McCarthy, *Op. Cit.*, p. 80.

2. Writing Recount Text

a. Definition of Writing

Writing is an activity to express ideas with structure and grammar. Similarly, McWhorter. Kathleen T says that “writing is an excellent means of monitoring and improving your comprehension and retention. It is also an effective learning strategy.”¹⁶ In addition, David Nunan explains that writing can be defined by a series of contrasts:

- 1) It is both a physical and a mental act. Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e- mail message typed into a computer. On other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.
- 2) Its purpose is both to express and impress. Writers typically serve two masters: themselves and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways.
- 3) It is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product-an essay, letter, story, or research report.¹⁷

Next, according to Hamp-Lyons, writing is a personal act in which writers take ideas or prompts and transform them into “self-initiated”

¹⁶ Kathleen T. McWhorter, *Efficient and Flexible Reading* (United States of America: The Lehigh Press, 1992), p. 289.

¹⁷ David Nunan, *Practical English language Teaching* (New York: McGarw Hill, 2003), p. 88.

topics.¹⁸ So, writing is the process of giving information by texts that involved in generating the letters, words and sentences. Typically one will use a writing utensil (such as a pen/ pencil) to write characters on paper or computer (type writer).

b. Definition of Recount Text

There are many definitions of Recount text. As stated by some experts such as, according to AS. Hornby says that “recount is to tell somebody about something, especially something that you have experienced.”¹⁹ In addition, Linda Gerot and Peter Wignell say that Recount text is to retell events for the purpose of informing or entertaining.²⁰ In the text of recount, nothing goes wrong as it does in narrative; all events occur normally as they do in natural settings. Whereas the narrator’s opinion has been charged through the stages of Evaluation and the choice of climax (complication) in narrative, a recount is absent from the tellers judgment. Then, recount text is to tell what happened or to document a sequence of events and evaluate their significance in some way.²¹ Next, recount text retells events in order to

¹⁸ Addison Wesley, *Authentic Assessment for English Language Learners* (Virginia: Fairfax County Public Schools, 1994), p. 136.

¹⁹ AS. Hornby, *Op. Cit.*, p. 1106.

²⁰ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994), p.194.

²¹ David, butt, *Using Functional Grammar (An explorer’s guide)* (National centre for English teaching and research: Macquarie University, 2000), p. 9.

inform or entertain people.²² So, based on above of explanation recount text is to retell events, it happens in the last time.

c. The Purpose of Recount text

Recount Text purposes to tell the readers what happened in the past through a sequence of events or to retell events for the purpose of informing or entertaining. Its means, recount text purposes to tell what happened in the past time, for example I went to the school last time. Recount text also purposes to document a sequence of events, for example, in sentence I went to the school, “went” is event.

d. The structural Element of Recount Text

Here structural element of recount text, consist to orientation, events and reorientation, and will be explain as follow.

STRUCTURAL ELEMENT	Orientation (using nouns and pronouns)	Information about who or the setting and introduces participant or who were involved in the story, when and where. Example: Muhammad, they, and I
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²² Emalia Irigiliati, *Adventurous English* (Jakarta: PT Pabelan 2005), p. 5.

	Record and events	In the order in which they occurred or normal sequence.
	Reorientation	Rounding off the sequence of events or the closure of events

1) Orientation

Orientation consists of opening, introduction the participant, time and the place. As Otong Setiawan Djuharie says: “Orientation refers to part of the text which gives setting or introducing”.²³ The part will guide the reader to make guessing of the content or form of the text which is read. It means that after the reader read an orientation of the text, the reader can guest the content of the text. Similarly, Pardiyono says that orientation consist of topic of an activity or event which is told, while it functions to attract the attention of the reader and focus their attention. Furthermore, in short definition, Gerot and Wignell say: “Orientation provides the setting and introduces the participants”.²⁴

²³ Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), p. 44.

²⁴ Linda Gerot and Peter Wignell. *Loc. Cit.*

Related to the above of explanation, the writer concludes that orientation is a part of structure of recount text which content participant, place, and time of the events. It can be determined by giving question “who, where and when”, and usually occurs in the beginning of the text. For example: (who) Muhammad, David, I and you, (When) last time, yesterday, last week, (where) in the school, at home, and in Jakarta.

2) Events

An event is a part of structure of recount text that contains sequences of phenomenon or tells what happened in the story. Gerot and Wignell say: “Event is tells what happened, in what sequence”. In another word, Otong Setiawan Djuharie says that event is sequence of event.²⁵ In addition, according to Pardiyo says “event contains of recording of activities or events in the past that is told based on it chronological events”. The conclusion is events refer to show phenomenon that happen. Such as: I bought many books last week. In the sentence, the event can be found on verb is “bought”. Here the word “bought” shows the subject phenomenon or activity.

3) Re- orientation

Re- orientation is a part of structure of recount text contains optional closure of the event in the text. Otong Setiawan Djuharie says

²⁵ *Ibid.*, p. 44.

that “Re- orientation refers to the part of text that gives indication that the events in the text have finished”. Briefly, Pardiyono says that re-orientation contains the brief conclusion of the record events. By comprehending the quotations, the writer concludes both experts determine re- orientation as the conclusion of the text. It also can be determined as the ending of the events in the text or story.

e. The Language Features of Recount Text

The language features of recount text, tells about language or part of speech that use of recount text. Here will be explained as follow:

LANGUAGE FEATURES	Using nouns and pronouns	Example: David, we, they, his
	Using action verbs	Example: went, spent, played
	Using time conjunctions	and, but, after, finally
	Using adverbs and adverbs of phrases	in my house, two days ago, slowly, cheerfully
	Adjectives	beautifully, sunny
	Using past tense	Verb II, examples: went, studied, wrote,

		ate and drank.
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f. Example of recount text

Below is the example of recount text.

Orientation

It was June 24th. My brother and I woke up early that morning. We wanted to surprise our mother. Yes, it was mother's birthday.

Events

First, we cleaned the house. We swept the floor and cleaned the window. Second, we prepared the breakfast. We made special food for her. Then, we opened a big box. There was a nice and beautiful birthday cake. Finally, we arranged all food on the table.

Reorientation

When our mom's woke up, she was very surprised. She hugged both of us happily.

g. Morpheme in Recount Text

Morpheme is very important in writing recount text, as we know morpheme as vocabulary, and when we are writing, we need vocabulary. According to John Anderson, says vocabulary is one of component testing for writing.²⁶ Here is example of recount text, and they are analysis morpheme in text of recount. In this example, explain

²⁶ Arthur Hughes, *testing for language teachers* (New York: Cambridge University Press, 1989) p. 92.

about structural element of recount text and analysis morpheme (lexical morpheme and grammatical morpheme).

Mother's Birthday

It was June 24th. My brother and I woke up early that morning.

We wanted to surprise our mother. Yes, it was mother's birthday.

First, we cleaned the house. We swept the floor and cleaned the window. Second, we prepared the breakfast. We made special food for her. Then, we opened a big box. There was a nice and beautiful birthday cake. Finally, we arranged all food on the table.

When our mom's woke up, she was very surprised. She hugged both of us happily.

There are analyzing morphemes in recount text based on above of example:

- 1) And as conjunction, morpheme in grammatical on free.
- 2) Woke up come from wake up (suppletion process) morpheme in lexical on free and also that process of morpheme in grammatical on bound on inflectional.
- 3) Wanted come from want (suppletion process) morpheme in lexical on free, ed is morpheme in grammatical on bound on inflectional.
- 4) To as preposition, morpheme in grammatical on free.

- 5) Cleaned come from clean (suppletion process) morpheme in lexical on free, ed is morpheme in grammatical on bound on inflectional
- 6) The as article, morpheme in grammatical on free.
- 7) Swept come from sweep (suppletion process) morpheme in lexical on free and also that process of morpheme in grammatical on bound on inflectional
- 8) The as article, morpheme in grammatical on free.
- 9) And as conjunction, morpheme in grammatical on free.
- 10) Cleaned come from clean (suppletion process) morpheme in lexical on free, ed is morpheme in grammatical on bound on inflectional
- 11) The as article, morpheme in grammatical on free.
- 12) Prepared come from prepare (suppletion process) morpheme in lexical on free, ed is morpheme in grammatical on bound on inflectional
- 13) The as article, morpheme in grammatical on free.
- 14) Made come from make (suppletion process) morpheme in lexical on free and also that process of morpheme in grammatical on bound on inflectional
- 15) For as conjunction, morpheme in grammatical on free.

- 16) opened come from open (suppletion process) morpheme in lexical on free, ed is morpheme in grammatical on bound on inflectional
- 17) a as article, morpheme in grammatical on free.
- 18) Big as adjective, morpheme in lexical on free
- 19) Box as noun, morpheme in lexical on free
- 20) a as article, morpheme in grammatical on free.
- 21) Nice as adjective, morpheme in lexical on free
- 22) And as conjunction, morpheme in grammatical on free.
- 23) Beautiful as adjective, morpheme in lexical on free
- 24) Cake as noun, morpheme in lexical on free
- 25) Finally(suffix ly) morpheme in grammatical on bound on inflectional
- 26) Arranged come arrange(suppletion process) morpheme in lexical on free, ed is morpheme in grammatical on bound on inflectional
- 27) On as preposition, morpheme in grammatical on free.
- 28) The as article, morpheme in grammatical on free.
- 29) Table as noun, morpheme in lexical on free
- 30) Woke up come from wake up (suppletion process) morpheme in lexical on free and also that process of morpheme in grammatical on bound on inflectional.

- 31) Surprised come from surprise (suppletion process) morpheme in lexical on free, ed is morpheme in grammatical on bound on inflectional
- 32) Hugged come from hug (suppletion process) morpheme in lexical on free, ed is morpheme in grammatical on bound on inflectional
- 33) Of as preposition, morpheme in grammatical on free.
- 34) Happily (suffix ly), morpheme in grammatical on bound on inflectional

B. Review of Related Findings

In this research, the writer was related to some researches. The first is Efi Situmorang “An analysis on the student’s ability in morpheme mastery to the grade IX students of SMP Negeri 2 Batang Angkola, in 2008/ 2009 academic year”.²⁷ The concluding of her research the grade IX students of SMP Negeri 2 Batang Angkola, in 2008/ 2009 academic year are able in mastering the morphemes especially the inflectional morphemes in English.

Next, Puspita Sari “The ability of the eight grade students of SMP Negeri 3 Padangsidempuan in forming new words in 2009/ 2010 academic year”.²⁸ The

²⁷ Efi Situmorang, An Analysis on the Students’ Ability In Mastery Morphemes to the Grade IX Students of SMP Negeri 2 Batang Angkola, in 2008/ 2009 Academic Year. (unpublished thesis). (Padangsidempuan: UMTS, 2010).

²⁸ Puspita Sari, The Ability of the Eight Grade Students of SMP Negeri 3 Padangsidempuan in Forming New Words in 2009/ 2010 Academic Year. (unpublished thesis). (Padangsidempuan: UMTS, 2010).

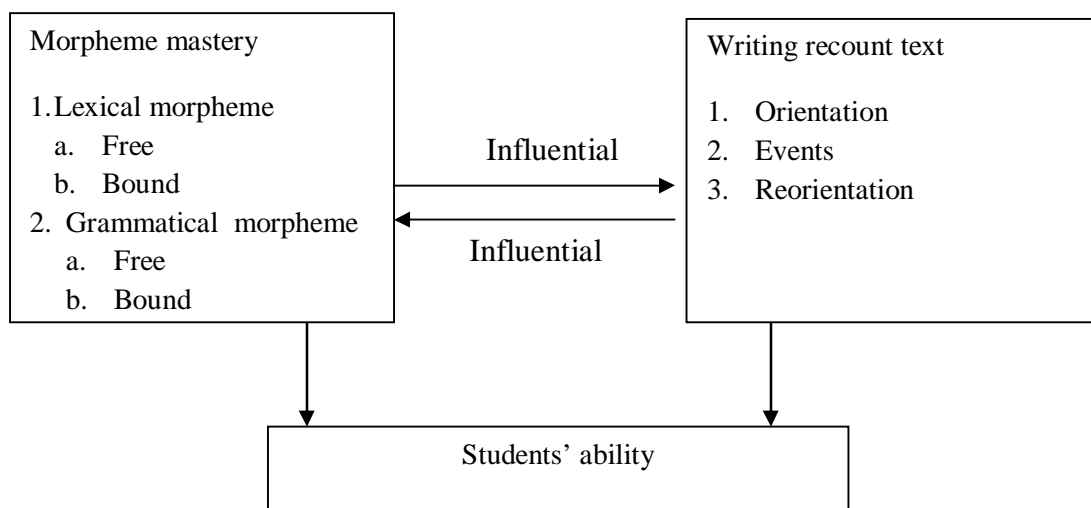


concluding of her research are the ability of the eight grade students of SMP Negeri 3 Padangsidimpuan in forming new words is good, it can be seen through the Average score is 73, the difficulties of the eight grade students of SMP Negeri 3 Padangsidimpuan in forming new words are many students do not know the meaning of the words, and many students unable to differentiate between prefixes and suffixes.

So, from the both of researchers, the writer wanted to look for other information deeply, with same material in writing recount text; it is “The influence of morpheme mastery on students’ ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidimpuan”.

C. Conceptual Framework

The goal of teaching English is the students can comprehend about the subject in speaking, listening, reading, and writing. In writing consist of structure and grammar must be paid attention by the students. It can be morphology; it is the subject of morpheme. Morpheme as vocabulary, it has influential to writing, especially in writing recount text. So, the influence of morpheme mastery on students’ ability in writing recount text can be seen as picture follow:



From the picture above, Morpheme mastery and its component influential to writing recount text's component, and writing recount text also. The morpheme mastery and writing recount text are seen as effort to students' ability. So, the morpheme mastery has influence to students' ability in writing recount text.

D. Hypothesis

The hypothesis is one of the most important components of the research problems. Its truth can be emended after doing the research. This ideas is supported by the idea of Suharsimi Arikunto stated "Hypothesis is can be meant as a provisional answer to the research problems."²⁹

The researcher has hypothesis in this research as "The morpheme mastery has influence to students' ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidempuan."

²⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2005), p. 71.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the method and the procedure of the research that would be used to answer the problem of the research in the previous chapter. The procedures consist of the time and place of research, research design, population and sample, instrument of data collecting, procedure of research, validity of instrument, data collecting and data analysis.

A. Time and Place of Research

This research was done at sixth semester of English Education Study Program STAIN Padangsidempuan, is located at, Jln. Imam Bonjol 4,5 km, Sihitang, Northeast Padangsidempuan, North Sumatera. This research had been done from April to June 2012. So that, this research was done for three months.

B. Research Design

This research was designed by correlation research. If looking at the approach of the research, this research uses quantitative approach, here the researcher observed two variables. The quantitative research is the research which used statistic data as the technique of collecting data and analysis of data. In addition, according to Sumadi Suryabrata that correlation research is the research to detect, how far the variation at a

relate with the variation at one or more another factory base on correlation coefficient.¹ In addition, Iqbal Hasan said that correlation research means the research which is done to combine between two or more variables, and from this research will be build a theory.²

By looking at the depth of analysis, this research is done by using statistic inferential, where statistic inferential is a kind of method that is used in quantitative research to analyze data of the sample which the result will be analyzed.³ So, the researcher would influential morpheme mastery and students' ability in writing recount text in this research.

C. Population and Sample

1. Population

Suharsimi Arikunto says, "A population is a set (collection) of all elements processing one or more attributes of interest."⁴ According to Sugiono in Ruslan that "Population is generalization area consist of object/ subject has special quantity and characteristic which determined by researcher to get concluding."⁵ In similarly, Ary in Sukardi says "Population is all members of well defined class of people, event, or objects." In addition, Babbie says "Population is the elements of research as target of result research theoretically."⁶

¹ Sumardi Suryabrata, *Metologi Penelitian* (Jakarta : PT. Raja Grafindo Persada, 1994), p. 24.

² Iqbal Hasan, *Analisis Data Penelitian dengan Statistik* (Jakarta : Bumi Aksara, 2004), p. 8.

³ Sugiyono. *Statistika untuk Penelitian* (Bandung: Alfabeta, 2006), p.14.

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), p. 108.

⁵ Rosady Ruslan, *Metode Penelitian Public Relations dan Komunikasi* (Jakarta: PT. Raja Grafindo Persada, 2004), p. 133.

⁶ Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2003), p. 53.

Based on the quotations above, the population that is going to be researched in this occasion is sixth semester of English Education Study Program STAIN Padangsidempuan. The students are limited to those who belong to sixth semester of English Education Study Program STAIN Padangsidempuan.

The population of research:

Table 1

No	Class	Total student
1	English Education Study Program- 1(TBI- 1)	24
2	English Education Study Program- 2(TBI- 2)	32
3	English Education Study Program-3 (TBI- 3)	30
Total		86

2. Sample

Arikunto says “sample is a part of population which will be researched.”⁷ The result of research from the sample took generalization to whole population. The writer guided to the opinion of Suharsimi Arikunto, who said: “When the subject less than 100, taken better all together and if its amount more amount is have taken by 10%- 15% or 20%- 25% or more appropriate with the researchers ability”.⁸ So, in this research, the writer took all of population as sample being the subject, because of sample is less than 100.

⁷ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2002), p. 109.

⁸ *Ibid.*, p. 134.

D. Instrument of Collecting the Data

A researcher must have instrument in research because a good instrument can guarantee for taking the valid data. Suharsimi Arikunto says, “Instrument of the research is a tool of facility is used by the collecting data.”

The instrument of collecting data in this research is using test. Test is the questionnaire or treatment that is used to measure knowledge, intelligence, and ability or skills of someone or groups. The form of the test is multiple choices and essay. The test consists of 31 items. Multiple choices for morpheme mastery consist of 30 items and essay for writing recount text consist of 1 item.

Table 2

The Indicator of Morpheme

No	Indicator	Items	Score for one item	Total score
1.	Ability in lexical morpheme: a. Free b. Bound	7 8	3.3	49.5
2.	Ability in grammatical morpheme:	8		49.5

	a. Free	7	3.3	
	b. Bound			
Total		30		99.0

For these items, the score is given 3.3 for each correctly answers and 99.0 for all items correctly answer.

In testing writing have methods of scoring, they are:

1. Holistic scoring method

Holistic scoring (often referred to as ‘impressionistic’ scoring), involves the assignment of a single score to a piece of writing on the basis of an overall impression of it.

2. Analytic scoring method

Method of scoring which require a separate score for each of a number of aspects of a task are said to be analytic. The following scale, devised by John Anderson, is based on an oral ability scale found in Harris.

- a. Grammar
- b. Vocabulary
- c. Mechanics
- d. Fluency
- e. Form (organization)

From the above of explanation, the researcher uses analytic method. The researcher also uses component testing writing is form (organization) because on ability in writing recount text the researcher needs structural element of recount text.

Table 3

The Indicator of Writing Recount Text⁹

No	Indicator	Number of items	Score
	Writing Ability in Recount text		
	1. Orientation	1	25
	2. Events		50
	3. Reorientation		25
	Total	1	100

For this item, the score is given in writing recount text, for orientation and reorientation are 25, and especially for event is 50, because in event more difficult than them.

⁹ Arthur Hughes, *Testing for Language Teachers* (New York: Cambridge University Press, 1989), P. 75.

E. Procedure of Research

To collect the data that is needed in this research, the writer used test, where this instrument has been given to the students at sixth semester of English Education Study Program. The data has been collected as follows:

Morpheme mastery and students' ability in writing recount text, the data was collected by giving test to know morpheme mastery and students' ability in writing recount text. But this is done after the writer have gotten the license to do research from English Education Study Program, Tarbiyah Department of State College for Islamic Studies (STAIN) Padangsidempuan. Then, the data was collected by giving the test to the students, and the data procedure was conducted as follows:

- 1) The question and answer sheets are firstly distributed
- 2) The writer reads the instruction and explains how to do test, and then the students are asked to put their identity on the answer sheet.
- 3) The writer gives time or chance to ask something left or not in doing the test.
- 4) The writer gives time for doing the test.
- 5) Then, the writer collects the answer sheet after the students doing the test.

F. Validity of Instrument

Before getting the test to the samples, the writer has tested the instruments first to the students at eight semester of English Education Study Program. The purpose of the testing instrument is to know whether the test has been ready to be tested. There is one way in testing the instruments, it is:

Test Validity

Suharsimi Arikunto stated validity was the chances which show the level of instrument about measurement something.¹⁰

There are two validities of instruments:

- 1) Logical validity is the instrument which done by analysis logically; it was comfort to the content.
- 2) Empirical validity is the instrument had comfortable to aspect empirically.

In this research, the researcher used the logical validity and empirical validity. The logical validity is done by divided variable to be sub-variable and indicator of variable. The empirical validity is done by external validity and internal validity. The external validity is the data had resulted from instrument. It is suitable with information of variable. Then, the data is correlated with external information and the internal validity is done by test of variable.

There are 40 items of instrument first and then the researcher analysis 40 items by product moment became 30 items. To know whether the items of instrument are valid, the researcher guided to Suharsimis' opinion, who said that the instruments must be analyzed by Product Moment formula.¹¹ Then, the result of Product Moment is compared with r_{count} and r_{table} to know the items of instrument too. If $r_{count} > r_{table}$, so the items were valid. But if $r_{count} < r_{table}$, so the items are invalid.

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian, Loc. Cit.*, p. 167.

¹¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek, Loc. Cit.*, p. 108.

From the table of the instrument validity about morpheme mastery, it could be gotten concluding that some items were invalid (see appendix I). So, the researcher changed the items were invalid by other items. Next, from the table of the instrument about students ability in writing recount text, those items do not use valid or invalid, because it uses rubric of testing writing.

In this research, the writer used content validity to establish the validity of the instrument. Suharsimi Arikunto says that product moment is the formula to test validity¹². So, the writer used product moment as follow:

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

Where:

- r_{xy} : correlation
- X : score question
- Y : total of score question
- N : Total of student

¹²*Ibid.*, p. 213.

G. Result of Validity

Test Validity

Validity is to show how far the test can be tested to get the data. In this research, test validity was done using formulation of product moment. The test is valid if $r_{\text{count}} > r_{\text{table}}$. The calculations of test validity (Appendix I) showed that 30 numbers is valid from 40 number of test.

H. Technique of Data Analysis

After the data have been collected, the writer analyzed the data, by using the techniques as follows:

- a. Editing the data, its mean that arrange the redaction of the data become a systematic sentences unity.
- b. Reduction of the data, its mean that recheck of the completed data to look for the less data and take down un relevant data
- c. Tabulation of the data, its mean that formulating the data and scoring on the respondents' answer through test.

Table of scoring criteria¹³

No	Score	Interpretation Of The Value
1	0% - 20%	Lowest
2	21% - 40%	Low

¹³ Riduwan, *Belajar Mudah Penelitian untuk Guru-Guru, Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After collecting the data, the researcher analyzed the data, the technique of data analysis will be used by quantitative data; it will be presented in statistic formula. The static formula which used by researcher is product moment.

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \quad 14$$

This formula can be read as follows:

r_{xy} = Pearson- r product moment

N = Number of sample

$\sum X$ = Total score distribution of X

$\sum Y$ = Total score distribution of Y

$\sum XY$ = Number of approximate score of X and Y

$\sum X^2$ = Sum of the squared score distribution of X

$\sum Y^2$ = Total square distribution Y.

¹⁴ Sugiyono, *Statistika untuk Penelitian* (Bandung : Alfabet, 2007), p. 229.

To examine the truth of whether there is influence of the variable X to variable Y, then used a linear regression calculation using the formula:

$$a = \frac{\sum y - b \sum x}{n}$$

To find 'a'

Meanwhile, to find 'b', the formula is:

$$b = \frac{n(\sum xy) - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

Description:

$\sum x$ = morpheme mastery

$\sum y$ = students' ability in writing recount text

a = Estimators for inters

b = Estimators for the regression coefficients

n = Number of samples

Looking for Simple Regression equation is $Y = a + b X$

CHAPTER IV
ANALYSIS DATA

A. Data Description

To understand this research easily, it is described based on variables. There are two variables in this research and was started from the variable of morpheme mastery (X), and the variable of students' ability in writing recount text (Y) and also continued to the testing of hypothesis.

1. Morpheme Mastery

Based on the result of analyzing respondents' answer by using test, the computation of result of variable of morpheme mastery, as seen in the table below:

Table 4:

The Resume of Variable Scores of Morpheme Mastery

No	Statistic	Variable X
1.	High score	95.7
2.	Low score	36.3
3.	Range	59.4
4.	Mean score	70.05
5.	Median	65.74

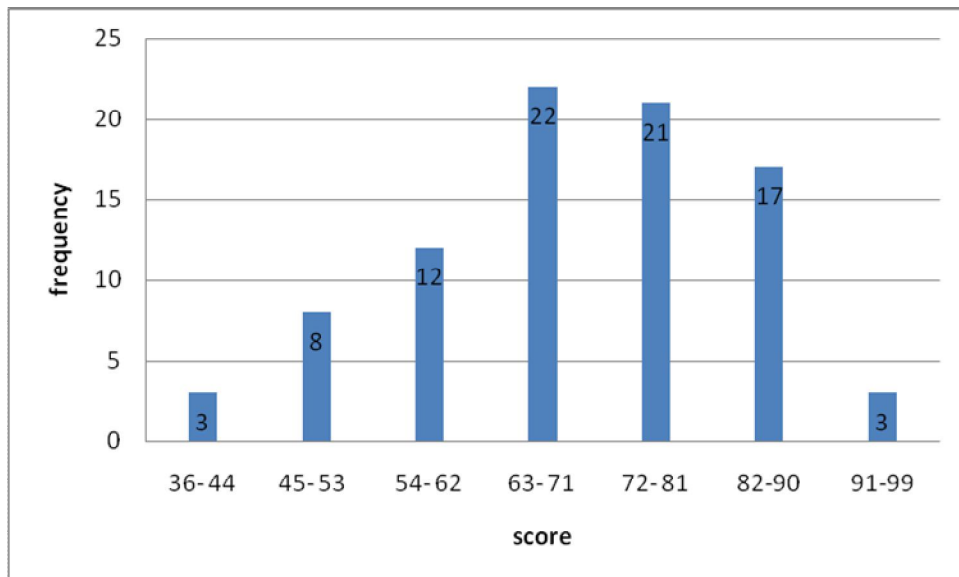
From the table above, it is know that the high score of variable of morpheme mastery has been searched by 86 students based on the total of sample research were high score 95.7 and low score 36.6 range 59.4 mean score 70.05 median 65.74 (see appendix VI).

To know revelation of data has been done to grouped the variable score of morpheme mastery which the total classes 7 and interval 9.

Table 5:

Frequency Distribution of Morpheme Mastery

Interval	Frequency
36- 44	3
45- 53	8
54- 62	12
63- 71	22
72- 81	21
82-90	17
91-99	3
i = 9	86



Based on the table above, it was known that the variable revelation of morpheme mastery shown that the respondent at interval 36- 44 were 3 students, interval 45- 53 were 8 students, interval 54- 62 were 12 students, interval 63-71 were 22 students, interval 72-81 were 21 students, interval 82- 90 were 17 students and interval 91- 99 were 3 students.

2. Writing Ability

The resume score of variable students' ability in writing recount text at sixth semester students of TBI STAIN Padangsidempuan has been gotten as table below:

Table 6:

The Resume of the Variable Scores of students' ability in writing recount text

No	Statistic	Variable Y
1.	High score	100
2.	Low score	25

3.	Range	75
4.	Mean score	43.32
5.	Median	68.19

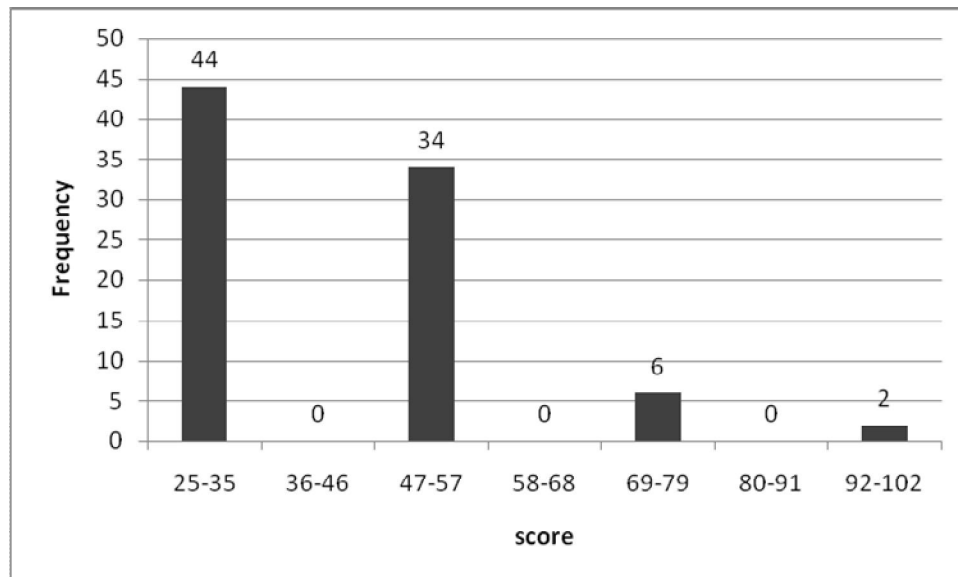
From the table above, it is know that high score of variable of students' ability in writing recount text has been reached by 86 students based on the total of sample research the high score were 100 and low score were 25, range were 75, mean score were 43.32, median were 68.19 (see appendix VIII).

To know the revelation of data is done to group the variable score of students' ability in writing recount text which the total classes 7 and interval 11.

Table 7:

Frequency Distribution of students' ability in writing recount text

Interval	Frequency
25-35	44
36-46	0
47-57	34
58-68	0
69-79	6
80-91	0
92- 102	2
i = 11	86



Based on the table above, it is know that the variable revelation of students' ability in writing recount text showed that the respondents at interval 25-35 were 44 students, interval 36- 46 were no student, interval 47- 57 were 34 students, interval 58- 68 were no student, interval 69- 79 were 6 students, interval 80- 91 were no student and interval 92-102 were 2 students.

B. Testing of Hypothesis

The hypothesis of this research is an influence of morpheme mastery on students' ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidimpuan. It was tested by using product moment correlation. Analysis of data could be seen in appendix IX. Based on the data, it was gotten each of score the variable which was used to do calculation of product moment and each of the variable score as follows:

$$\sum X = 5965$$

$$\sum Y = 3450$$

$$\sum X^2 = 419644,22$$

$$\sum Y^2 = 166250$$

$$\sum XY = 244722,58$$

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

$$\begin{aligned} r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}} \\ &= \frac{86(244722,58) - (5965)(3450)}{\sqrt{\{86.419644,22 - (5965)^2\} \{86.166250 - (3450)^2\}}} \\ &= \frac{21046142 - 20579250}{\sqrt{\{36089402,92 - 35581225\} \{14297500 - (11902500)\}}} \\ &= \frac{466892}{\sqrt{\{508177,92\} \{2395000\}}} \\ &= \frac{466892}{\sqrt{1217086118400}} \\ &= \frac{466892}{1103216,260938} \\ &= 0,423 \end{aligned}$$

The hypothesis which said there was an influence morpheme mastery on students' ability in writing recount text at sixth semester of English Education

Study Program STAIN Padangsidimpuan could be received. It could be seen from the calculating of product moment by getting correlation coefficients $r_{xy} = 0.423$ was more than $r_{table} = 0.207$ on level 5%, and on level 1% $r_{table} = 0.270$. So, there is an influence of morpheme mastery on students' ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidimpuan. An influence of morpheme mastery on students' ability in writing recount text is lowest (see page 37) category by value $0.423 - 0.207 = 0.216$. It had been written in the table of coefficient correlation interpretation value r .

The researcher was done the analysis simple regression linear to know significance of morpheme mastery and writing ability. The regression formula:

$$\hat{Y} = a + bX$$

$$\begin{aligned}
 b &= \frac{N\sum XY - (\sum X)(\sum Y)}{N\sum X^2 - (\sum X)^2} \\
 &= \frac{86(24472258) - (5965)(3450)}{86(419644.22) - (5965)^2} \\
 &= \frac{21046142 - 20579250}{3608940292 - 35581225} \\
 &= \frac{466892}{508177.92}
 \end{aligned}$$

$$b = 0.91$$

$$\begin{aligned}
 a &= \frac{\sum Y - b \sum X}{N} \\
 &= \frac{3450 - (0.918 \times 5965)}{86} \\
 &= \frac{3450 - 5475.87}{86} \\
 &= \frac{-2025.87}{86}
 \end{aligned}$$

$$a = -23.55$$

From the calculation above, so the regression of morpheme mastery and writing ability were $Y = a + b X = -23.55 + 0.918 X$. So, it could be concluded that morpheme mastery had significant to writing ability. It shown that the hypothesis received there was an influence of morpheme mastery on students' ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidimpuan.

C. Discussion

In this research, the researcher searched morpheme mastery and students' ability in writing recount text. The researcher wanted to know students' morpheme mastery and students' ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidimpuan. Morpheme mastery would make the

students were better in understanding and comprehending word. While students' ability in writing recount text would make the students were better in writing texts, especially in writing recount text. The researcher had hypothesis that the morpheme mastery and students' ability in writing recount text has influence. The researcher hypothesis proved by calculation by using product moment which the researcher had done. The result calculation were r_{count} was more than r_{table} .

The researchers' hypothesis was related to some previous researchers' concluding. The first was Efi Situmorang stated that at grade IX students of SMP Negeri 2 Batang Angkola in 2008/2009 Academic Year were able in mastering the morphemes especially the inflectional morphemes in English. Next, Puspita Sari stated that the ability of the eight grade students of SMP Negeri 3 Padangsidempuan in forming new words that many students were unable to differentiate between prefixes and suffixes. So, in this research the students did not comprehend in writing. It concluded that morpheme mastery has influence on students' ability in writing recount text.

For supporting that, it was proved by hypothesis of this research; morpheme mastery has influence on students' ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidempuan.

D. The Threats of the Research

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because there were the weakness of this research.

Based on the documentation students' at sixth semester of English Education Study Program STAIN Padangsidempuan in 2012 Academic Year, where they achieved average score 80 was good¹. It was proved by the result of their examination on morphology and they got enough² score in writing ability, it was 60.

On doing the test, there were so many problems, for example the weakness of time, because the students had activities, when they answered the test; they have less concentrate test, increase of many tasks to fulfill for examination a head. Even thought, the researcher attempted to do the best, some weaknesses and decreases the meaning of this research were finished by consultation with the advisors.

¹ Riduwan., *Belajar Mudah Penelitian Untuk Guru-Guru, Karyawan Dan Peneliti Pemula* (Bandung: Alfabeta,2005), p. 89.

² *Ibid*, p. 89.

CHAPTER V

CONCLUSIONS & SUGGESTIONS

A. Conclusions

After getting the result of her research work, the research came to her conclusions as follows:

1. The sixth semester students' morpheme mastery in English Education Study Program STAIN Padangsidimpuan was "good category" by getting mean score were 70.05.
2. The sixth semester students' ability in writing recount text in English Education Study Program STAIN Padangsidimpuan was "enough category" by getting mean score were 43.79.
3. There is lowest an influence of morpheme mastery on students' ability in writing recount text at sixth semester of English Education Study Program STAIN Padangsidimpuan

B. Suggestions

1. To the Leader of STAIN Padangsidimpuan to support the lecturers to teach well and provide facilities involves with learning process such as language laboratory.
2. To the Leader of Tarbiyah to support the lecturers, and students in learning process.

3. To the Leader of English Education Study Program, the students should learn about morphology first and then learn about writing.
4. The lecturer teaches morphology and writing by give the students the text and the lecture instruct the students to analyze the morphology process from the text.
5. The students can enrich their vocabulary from process of morpheme, for their writing.
6. The researcher on this occasion hopes that other researchers will conduct a research related to the topic of this study, further, especially to find out other correlation on morpheme and writing.

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CURRICULUM VITAE

A. Identity

Name : ANNA LELI HARAHAAP
Nim : 08 340 0005
Place and birthday : Purwodadi, 25 February 1990
Sex : female
Religion : Islamic
Address : Purwodadi, Batunadua

B. Parent

1. Father's name : JUHRI HARAHAAP
2. Mother's name : HOTMIDA POHAN

C. Educational background

1. Graduated from Primary School number 145585 Purwodadi in 1996 -2002.
2. Graduated from Baharuddin Islamic Boarding School (MTs.S Baharuddin) in 2002- 2005
3. Graduated from SMA Negeri 2 Padangsidimpuan in 2005-2008
4. Be University student in STAIN Padangsidimpuan.

Appendix II

1. Questions for Lexical Morpheme.

A. Choose one the correct answer and give underline for your answer!

1. What will each runner have used to keep going? Part of speech runner as (verb/noun)
2. Moslem students are working at IPTN were studying in Arab or Palestina, before they become special engineers. Moslem, so part of speech as (noun/adjective)
3. From this word “attend “, if the word is added by suffix “~tion“. So, its part of speech will be changed as (Noun/ Adjective)
4. This word “blood “, is noun, if the word is added by suffix; it is changed as adjective. Which the suffix can be added in the word (y/ ly)
5. This word “deep” is adjective, if the word is added by suffix: it is changed as verb. Which the suffix can be added in the word (en/ ed)
6. This word “confirm” is verb, if the word is added by suffix: it is changed as noun. Which the suffix can be added in the word (sion/ tion)
7. “Box”, from the word which added by suffix. Which one is plural noun? (boxes/ boxes)

8. "Tomato", from the word which added by suffix. Which one is plural noun? (tomatos/ tomatoes) is process on inflectional or derivational? Show your reason!
9. "Louse", From the word which added by suffix. Which one is plural noun? (louses/ lice)
10. "well", is positive degree, we change to comparative degree, its can be (gooder/ better)
11. "Big", is positive degree, we change to superlative, its can be (bigger/the biggest)
12. "The best", is superlative, we change to positive degree, its can be (good/best)
13. "Clever" is positive degree, if the word is added by suffix: it is changed as comparative. Which the suffix can be added in the word (er/ est)
14. "Long" is positive degree, if the word is added by suffix: it is changed as superlative. Which the suffix can be added in the word (er/est)
15. This phenomenon (en/ un) courages a growing interest in entering vocational school as an alternative to traditional public school.

II. Question for Grammatical Morpheme.

B. Choose one the correct answer and give underline for your answer!

16. The man who is ... (talking / talked) to the staff is the manager.
17. If I had ... (wing / wings), I would fly.
18. How ... (happiness / happily) they are living!
19. Learning to handle your emotion is a part of... (grows / growing).
20. She ... (celebrates / celebration) Lebaran as well as their family.
21. The crocodile has a ... (forceful / forces) tale to hit the enemy
22. What will each ... (running / runner) have used to keep going?
23. Susan told me about her marriage ... (or/ and) I was glad of it.
24. My teacher angry,... (but/ if) I am late.
25. We had just turned off the lights when he heard something is knocking ... (at/in) the door.
26. The writer needs some datum ... (for/to) write this research
27. The intelligent student is answering ... (an/ the) questions.
28. She became unconscious after she had heard ... (a/the) bad news.
29. He waited ... (to/for) somebody to help him yesterday.
30. Andro has poor pronunciation ... (but/ and) grammar.

2.

Write the recount text.

1. Write the recount text based on the title below and choose one of them and then analyze structural elements of recount text.

a. My holiday

Structural elements	Text
orientation	
event	
re- orientation	

b. My friends and I

Structural elements	Text
orientation	
event	
re- orientation	

c. Birthday surprise.

Structural elements	Text
---------------------	------

orientation	
event	
re- orientation	

Appendix III

I. Question about morpheme

A. The key answer of test

1. Noun
2. Adjective
3. Noun
4. y
5. en
6. ation
7. boxes
8. tomatoes
9. lice
10. better
11. bigger

B. The key answer of test

16. talking
17. wings
18. happiness
19. growing
20. celebrates
21. forceful
22. runner
23. and
24. if
25. at
26. to

- 12. good
- 13. er
- 14. est
- 15. en

- 27. the
- 28. the
- 29. for
- 30. And

II. Write Recount text

My friends and I

Structural elements	Text
orientation	Last month my friends and I went to the beautiful beach in our hometown. The sun shone brightly, it was weekend. The day was beautiful in the beach.
event	We came in the morning. My friends made a tent. I prepared meal for lunch. I made burgers. When the meal was ready, we ate together.
re-orientation	All people were happy that day. We stayed for 2 days there.

Appendix IV

VALID OF TEST

FOR ITEM 6

$$\sum x = 16$$

$$\sum y = 583$$

$$\sum x^2 = 16$$

$$\sum y^2 = 17457$$

$$(\sum x)^2 = 256$$

$$(\sum y)^2 = 339889$$

$$\sum xy = 485$$

By using the formula of Pearson r, so :

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{(20.485) - (16.583)}{\sqrt{\{20.16 - (256)\} \{(20.17457) - (339889)\}}}$$

$$r_{xy} = \frac{9700 - 9328}{\sqrt{\{(320) - (256)\} \{(349140) - (339889)\}}}$$

$$r_{xy} = \frac{372}{\sqrt{(64)(9251)}}$$

$$r_{xy} = \frac{372}{\sqrt{592064}}$$

$$r_{xy} = \frac{372}{769,456}$$

$$r_{xy} = 0,483$$

So that, $r_{\text{count}} = 0,483$ $n = 20$ $\alpha = 0,05$ $r_{\text{tabel}} = 0,444$.

The test is valid if $r_{\text{count}} > r_{\text{tabel}}$. Based on calculation above, the item two is valid.

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0,483\sqrt{20-2}}{\sqrt{1-0,483^2}}$$

$$= \frac{0,483\sqrt{18}}{\sqrt{1-0,233289}}$$

$$= \frac{0,483(4,243)}{\sqrt{0,766711}}$$

$$= \frac{2,049369}{0,87562}$$

$$= 2,341$$

So that, $r_{\text{count}} = 2,341$ $n = 20$ $\alpha = 0,05$ $r_{\text{tabel}} = 1,725$

The test is valid if $r_{\text{count}} > r_{\text{tabel}}$. Based on calculation above, the item one is valid.

INVALID OF TEST

FOR ITEM 5

$$\sum x = 10$$

$$\sum y = 583$$

$$\sum x^2 = 10$$

$$\sum y^2 = 17457$$

$$(\sum x)^2 = 100$$

$$(\sum y)^2 = 339889$$

$$\sum xy = 290$$

By using the formula of Pearson r, so :

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{(20.290) - (10.583)}{\sqrt{\{20.10 - (100)\} \{(20.17457) - (339889)\}}}$$

$$r_{xy} = \frac{5800 - 5830}{\sqrt{\{(200) - (100)\} \{(349140) - (339889)\}}}$$

$$r_{xy} = \frac{-30}{\sqrt{(100)(9251)}}$$

$$r_{xy} = \frac{-30}{\sqrt{925100}}$$

$$r_{xy} = \frac{-30}{961,821}$$

$$r_{xy} = -0,031$$

So that, $r_{\text{count}} = -0,031$ $n = 20$ $\alpha = 0,05$ $r_{\text{tabel}} = 0,444$.

The test is valid if $r_{\text{count}} > r_{\text{tabel}}$. Based on calculation above, the item one is invalid.

$$1. \mathbf{t}_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{-0,031\sqrt{20-2}}{\sqrt{1-0,031^2}}$$

$$= \frac{-0,031\sqrt{18}}{\sqrt{1-0,00096}}$$

$$= \frac{-0,031(4,243)}{\sqrt{0,99904}}$$

$$= \frac{-0,131533}{0,99952}$$

$$= -0,1316$$

So that, $r_{\text{count}} = -0,1316$ $n = 20$ $\alpha = 0,05$ $r_{\text{tabel}} = 1,725$

The test is valid if $r_{\text{count}} > r_{\text{tabel}}$. Based on calculation above, the item one is invalid.

Appendix V

TEST RESULT OF MORPHEME MASTERY

NO	NAME	SCORE
1	AY	62,7
2	AO	79,2
3	AH	95,7
4	BA	85,6
5	BH	82,5
6	EF	95,7
7	FF	85,6
8	HW	75,9
9	KM	66,0
10	MJ	66,0

11	MH	72,6
12	NL	66,0
13	NS	95,7
14	NO	75,0
15	PS	85,8
16	RA	72,5
17	RM	66,0
18	RA	72,6
19	RS	75,9
20	SB	82,5
21	SA	62,7
22	SZ	62,7
23	WS	85,8
24	ZW	85,8
25	AM	85,8
26	AN	59,4
27	BA	69,3
28	DS	62,7
29	DF	75,9
30	DH	36,3
31	DF	56,1
32	EW	56,1
33	FS	75,9
34	FM	72,6
35	GM	66,0
36	IY	62,7
37	IN	66,0
38	KG	69,3
39	KP	46,2
40	KH	72,5
41	LH	59,4
42	MM	89,1
43	MA	52,8
44	MD	56,1
45	NI	75,9
46	NW	75,9
47	NJ	75,9
48	RH	82,5
49	SL	62,7
50	SN	72,6
51	SW	62,5
52	SH	82,5

53	SA	72,6
54	SA	72,6
55	ST	72,6
56	TR	82,5
57	AH	82,5
58	AK	66,0
59	AS	69,3
60	AY	59,4
61	AM	59,4
62	AZ	52,8
63	EM	69,3
64	EM	52,8
65	IF	52,8
66	JA	56,1
67	KM	59,4
68	KM	46,5
69	MS	72,6
70	MB	52,8
71	MB	69,3
72	NS	79,2
73	NA	59,4
74	NS	82,5
75	NS	82,5
76	NH	82,5
77	RJ	82,5
78	RS	52,8
79	RJ	46,2
80	RB	36,3
81	SP	69,3
82	SH	69,3
83	SN	79,2
84	ST	59,4
85	UH	66,0
86	ZH	59,4
TOTAL		5965

Appendix VI

Morpheme Mastery

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

36.3	56.1	59.4	66	69.3	75.9	82.5	85.8
36.3	56.1	62.7	66	72.6	75.9	82.5	85.8
36.3	56.1	62.7	66	72.6	75.9	82.5	85.8
46.2	56.1	62.7	66	72.6	75.9	82.5	85.8
46.5	59.4	62.7	66	72.6	75.9	82.5	85,8
52.8	59.4	62.7	69.3	72.6	75.9	82.5	89.1

52.8	59.4	62.7	69.3	72.6	75.9	82.5	95.7
52.8	59.4	62.7	69.3	72.6	75.9	82.5	95.7
52.8	59.4	66	69.3	72.6	79.2	82.5	95.7
52.8	59.4	66	69.3	72.6	79.2	82.5	
52.8	59.4	66	69.3	72.6	79.2	85.8	

2. High score = 95.7

3. Low score = 36.3

4. Range = high score – low score = 95.7 – 36.3 = 59.4

5. The total of classes (BK) = $1 + 3,3 \log n$
 $= 1 + 3,3 \log (86)$
 $= 1 + 3,3 (1,9345)$
 $= 1 + 6,3838$
 $= 7,3838$
 $= 7$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{59,4}{7} = 8,5$$

$$i = 9$$

7. Mean Score $\bar{X} = \frac{\sum fixi}{fi}$

Interval	Fi	Xi	Fixi
----------	----	----	------

36- 44	3	40	120
45- 53	8	49	392
54- 62	12	58	696
63- 71	22	67	1474
72- 81	21	76	1596
82-90	17	86	1462
91-99	3	95	285
i = 9	86	471	6025

$$\bar{X} = \frac{\sum fixi}{fi} = \frac{6025}{86}$$

$$= 70,05$$

$$\begin{aligned} 8. \text{Median} &= \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i \\ &= 62,5 + \left(\frac{43 - 41}{22} \right) 9 \\ &= 62,5 + (0,09) 9 \\ &= 62,5 + 0,81 \\ &= 63,31 \end{aligned}$$

$$\begin{aligned} 9. \text{Modus} &= \ell + \left(\frac{fa}{fa + fb} \right) i \\ &= 62,5 + \left(\frac{23}{23 + 41} \right) 9 \\ &= 62,5 + (0,36)9 \\ &= 62,5 + 3,24 \\ &= 65,74 \end{aligned}$$

$$10. \text{Score Interpretation} = \frac{6025}{100 \times 86} \times 100\%$$

$$= \frac{6025}{8600} \times 100\%$$

= 70%

The table score of interpretation

Interval	Interpretation
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very High

Appendix VII

TEST RESULT OF STUDENTS ABILITY IN WRITING RECOUNT TEXT

NO	NAME	SCORE
1	AY	25
2	AO	25
3	AH	100
4	BA	50
5	BH	25
6	EF	100
7	FF	50
8	HW	50

9	KM	75
10	MJ	50
11	MH	50
12	NL	50
13	NS	75
14	NO	50
15	PS	50
16	RA	50
17	RM	25
18	RA	25
19	RS	25
20	SB	25
21	SA	50
22	SZ	75
23	WS	50
24	ZW	75
25	AM	50
26	AN	25
27	BA	25
28	DS	25
29	DF	25
30	DH	25
31	DF	50
32	EW	25
33	FS	50
34	FM	50
35	GM	50
36	IY	50
37	IN	50
38	KG	25
39	KP	50
40	KH	25
41	LH	25
42	MM	75
43	MA	50
44	MD	25
45	NI	50
46	NW	50
47	NJ	50
48	RH	50
49	SL	50
50	SN	50

51	SW	50
52	SH	50
53	SA	50
54	SA	50
55	ST	50
56	TR	25
57	AH	75
58	AK	25
59	AS	25
60	AY	25
61	AM	25
62	AZ	25
63	EM	25
64	EM	50
65	IF	25
66	JA	50
67	KM	25
68	KM	25
69	MS	25
70	MB	25
71	MB	25
72	NS	25
73	NA	25
74	NS	25
75	NS	25
76	NH	25
77	RJ	25
78	RS	25
79	RJ	25
80	RB	50
81	SP	25
82	SH	25
83	SN	25
84	ST	25
85	UH	25
86	ZH	25
TOTAL		3450

25	25	25	25	50	50	50	100
25	25	25	25	50	50	50	100
25	25	25	25	50	50	50	
25	25	25	25	50	50	50	

2. High score = 100
3. Low score = 25
4. Range = high score – low score = 100 – 25 = 75
5. The total of classes (BK) = $1 + 3,3 \log n$

$$= 1 + 3,3 \log (86)$$

$$= 1 + 3,3 (1,9345)$$

$$= 1 + 6,3838$$

$$= 7,3838$$

$$= 7$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{75}{7} = 10,71 = 11$$

7. Mean Score (\bar{x}) = $\frac{\sum fixi}{fi}$

Interval	Fi	xi	Fixi
25-35	44	30	1320
36-46	0	41	0
47-57	34	52	1768

58-68	0	63	0
69-79	6	74	444
80-91	0	85	0
92- 102	2	97	194
i = 11	86	442	3726

$$\bar{X} = \frac{3726}{86}$$

$$= 43,32$$

8. Median =

$$l + \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right) i$$

$$= 57,5 + \left(\frac{43 - 8}{36} \right) 11$$

$$= 57,5 + (0,972) 11$$

$$= 57,5 + 10,69$$

$$= 68,19$$

3. Modus =

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

$$= 57,5 + \left(\frac{42}{42 + 8} \right) 11$$

$$= 57,5 + (0,84) 11$$

$$= 57,5 + 9,24$$

$$= 66,74$$

$$10. \text{ Score Interpretation} = \frac{3726}{100 \times 86} \times 100\%$$

$$= \frac{3726}{8600} \times 100\%$$

= 43,32 %

The table score of interpretation

Interval	Interpretation
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very High

Appendix IX

THE CALCULATION OF HYPOTHESIS TEST OF VARIABLE X AND Y

No	Name	X	X ²	Y	Y ²	XY
1	AY	62.7	3931.29	25	625	1567.5
2	AO	79.2	6272.64	25	625	1980
3	AH	85.6	7327.36	100	10000	8560
4	BA	85.6	7327.36	50	2500	4280
5	BH	82.5	6806.25	25	625	2062.5
6	EF	95.7	9158.49	100	10000	9570
7	FF	95.7	9158.49	50	2500	4785
8	HW	75.9	5760.81	50	2500	3795
9	KM	66	4356	75	5625	4950
10	MJ	66	4356	50	2500	3300
11	MH	72.6	5270.76	50	2500	3630
12	NL	66	4356	50	2500	3300
13	NS	95.7	9158.49	75	5625	7177.5
14	NO	75	5625	50	2500	3750
15	PS	85.8	7361.64	50	2500	4290
16	RA	72.5	5256.25	50	2500	3300
17	RM	66	4356	25	625	1815
18	RA	72.6	5270.76	25	625	1815
19	RS	75.9	5760.81	25	625	1897.5
20	SB	82.5	6806.25	25	625	2062.5
21	SA	62.7	3931.29	50	2500	3931.29
22	SZ	62.7	3931.29	75	5625	3931.29
23	WS	85.8	7361.64	50	2500	4290
24	ZW	85.8	7361.64	75	5625	6435
25	AM	85.8	7361.64	50	2500	4290
26	AN	59.4	3528.36	25	625	1485
27	BA	69.3	4802.49	25	625	1732.5
28	DS	62.7	3931.29	25	625	1567.5
29	DF	75.9	5760.81	25	625	1897.5
30	DH	36.3	1317.69	25	625	907.5
31	DF	56.1	3147.21	50	2500	2805
32	EW	56.1	3147.21	25	625	1402.5
33	FS	75.9	5760.81	50	2500	3795
34	FM	72.6	5270.76	50	2500	3630
35	GM	66	4356	50	2500	3300
36	IY	62.7	3931.29	50	2500	3135
37	IN	66	4356	50	2500	3300
38	KG	69.3	4802.49	25	625	1732.5
39	KP	46.2	2134.44	50	2500	2310
40	KH	72.5	5256.25	25	625	1812.5

41	LH	59.4	3528.36	25	625	1485
42	MM	89.1	7938.81	75	5625	6682.5
43	MA	52.8	2787.84	50	2500	2640
44	MD	56.1	3147.21	25	625	1402.5
45	NI	75.9	5760.81	50	2500	3795
46	NW	75.9	5760.81	50	2500	3795
47	NJ	75.9	5760.81	50	2500	3795
48	RH	82.5	6806.25	50	2500	4125
49	SL	62.7	3931.29	50	2500	3135
50	SN	72.6	5270.76	50	2500	3630
51	SW	62.5	3906.25	50	2500	3125
52	SH	82.5	6806.25	50	2500	4125
53	SA	72.6	5270.76	50	2500	3630
54	SA	72.6	5270.76	50	2500	3630
55	ST	72.6	5270.76	50	2500	3630
56	TR	82.5	6806.25	25	625	2062.5
57	AH	52.8	2787.84	75	5625	3960
58	AK	66	4356	25	625	1650
59	AS	69.3	4802.49	25	625	1732.5
60	AY	59.4	3528.36	25	625	1485
61	AM	59.4	3528.36	25	625	1485
62	AZ	52.8	2787.84	25	625	1320
63	EM	69.3	4802.49	25	625	1732.5
64	EM	52.8	2787.84	50	2500	2640
65	IF	52.8	2787.84	25	625	1320
66	JA	56.1	3147.21	50	2500	2805
67	KM	59.4	3528.36	25	625	1485
68	KM	46.5	2162.25	25	625	1162.5
69	MS	72.6	5270.76	25	625	1815
70	MB	82.5	6806.25	25	625	2062.5
71	MB	69.3	4802.49	25	625	1732.5
72	NS	79.2	6272.64	25	625	1980
73	NA	59.4	3528.36	25	625	1485
74	NS	82.5	6806.25	25	625	2062.5
75	NS	82.5	6806.25	25	625	2062.5
76	NH	82.5	6806.25	25	625	2062.5
77	RJ	82.5	2787.84	25	625	2062.5
78	RS	52.8	2787.84	25	625	1320
79	RJ	46.2	2134.44	25	625	1155
80	RB	36.3	1317.69	50	2500	1815
81	SP	69.3	4802.49	25	625	1732.5
82	SH	69.3	4802.49	25	625	1732.5
83	SN	79.2	6272.64	25	625	1980
84	ST	59.4	3528.36	25	625	1485

85	UH	66	4356	25	625	1650
86	ZH	59.4	3528.36	25	625	1485
		5965	419644.22	3450	166250	244722.58

Tabel Harga Kritik dari r Product Moment

N	Interval Kepercayaan		N	Interval Kepercayaan		N	Interval Kepercayaan	
	95%	99%		95%	99%		95%	99%
(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
3	0,997	0,999	27	0,381	0,487	55	0,226	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	1,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,095
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

N = Jumlah pasangan yang digunakan untuk menghitung r



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Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakam Judul Skripsi, telah ditetapkan judul skripsi mahasiswa di bawah ini sebagai berikut:

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Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak / Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

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

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adalah benar Mahasiswa STAIN Padangsidempuan yang sedang menyelesaikan Skripsi
dengan Judul **"The Influence Of Morpheme Mastery On Students Ability In
Writing Recount Text At Sixth Semester Of English Education Study Program
STAIN Padangsidempuan"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



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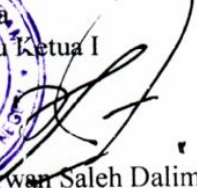
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adalah benar telah menyelesaikan riset di STAIN Padangsidimpuan dengan judul skripsi
“ **The Influence Of Morpheme Mastery On Students Ability In Writting Recount Text
At Sixth Semester Of English Education Study Program STAIN Padangsidimpuan**”.

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

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