

LAPORAN HASIL PENELITIAN INDIVIDU

**THE INFLUENCE OF WORDFORMATION MASTERY TO
STUDENTS' ABILITY IN IDENTIFYING DISCUSSION
PARAGRAPH AT SIXTH SEMESTER OF ENGLISH
EDUCATION STUDY PROGRAM IAIN PADANGSIDIMPUAN**



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IAIN PADANGSIDIMPUAN

2019

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ABSTRACT

Title : The Influence Of Word Formation Mastery To Students' Ability in Identifying Discussion Paragraph At Sixth Semester Of English Education Study Program IAN Padangsidempuan.
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This research discussed about the influence of word formation mastery to students' ability in identifying discussion paragraph. The formulation of the problem: Is there the influence of word formation mastery to students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAN Padangsidempuan? And this research intended to know whether there is the influence of word formation mastery to students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAN Padangsidempuan.

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 IAN Padangsidempuan, 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 word formation and identifying discussion paragraph. To analysis the data, the researcher used formulation of analysis product moment.

After calculating the data, there is an influence of word formation mastery to students' ability in identifying discussion paragraph. It can be seen from $r_{count} > r_{table}$ ($0.866 > 0.207$). So, the hypothesis was received. It meant there was significance influence of word formation mastery to students' ability in identifying discussion paragraph. The last, the result regression of research was $Y = a + b X$, $Y = -7.276 + 1.082 X$.

ACKNOWLEDGEMENT



First, the researchers would like to convey grateful to Allah, The Most Creator and Merciful who has given us the health, time and chance for finishing this research. The research entitle "The Influence Of Word Formation Mastery To Students' Ability in Identifying Discussion Paragraph At Sixth Semester Of English Education Study Program IAIN Padangsidimpuan." This research is written in order to fulfill one of the requirements for individual research IAIN Padangsidimpuan.

In finishing this research, the researchers are guided by advisor. Therefore, in this opportunity the researchers would like to express gratitude to advisor. This research is still so far from being perfect based on the weakness of the researcher. Therefore, the researchers expected constructive criticisms and suggestions from the readers in order to improve this research.

Padangsidimpuan, Juli 2019

The researcher,

A handwritten signature in black ink, appearing to be 'Eka Susti Harida', written in a cursive style.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language plays a very important role in human being relationship. It starts from the very basic needs of human being such as expressing feeling, informing message, discussing problems until to the very artificial needs such as self - esteem, power, prestige, and recognition. So that language will not be separated from the social life and it also has the levels of use by a community within a country.

English is one of the most languages in the world; it is also as international language. It is widely used by most countries in the world as medium of communication for international relation. In Indonesia, English is one of the materials that based on the curriculum, and it has been studied from the kindergarten, elementary school up to university level.

In university, students study about linguistics. Linguistics may be defined as the science of language. There are major subfields of linguistics; they are historical linguistics, semantics, pragmatics, sociolinguistics, syntax, phonology and morphology. Morphology is a study of linguistic form which explain about word and its changing word form to kinds of word and meaning of word. In addition, it is the study of the ways in which words are constructed out of smaller units those have a meaning or grammatical function. Morphology has the general classification, they are; synchronic morphology is the linear analysis which consist of lexical and syntax, and diachronic morphology is a study about the origin of word.

Word formation is one of the morphological processes, and it is also known as diachronic morphology process that consists of affixation, reduplication, suppletion, compounding, internal change and zero modification. It is the subject about a process of how to form a word. In this process, many students are difficult to understand and classify about the form of word. Then, the students hoped that they will be able to understand their text with mastery the formation of word.

In order that, paragraphs are a form of written communication which contains a minimum of five sentences. Each sentence in a paragraph talks about or develops one single main idea. Every good paragraph has to have structure, they are introduction, body and conclusion.¹ There are kinds of paragraph, they are narrative, descriptive, expository, and discussion. Discussion is a paragraph that tell about one idea and give two or more view. Whereas identifying is the way to identify about something. So, identifying discussion paragraph is the way to identify the information that has in discussion paragraph. In identifying paragraph, students must know about the elements of paragraph, transition signals and word formation.

Furthermore, most of students do not know the formation of word, so that they are difficult to identify about their paragraph. In IAIN Padangsidempuan has found that most of the students have low ability in identifying paragraph. The students donot comprehend about word formation, so they can not understand the meaning of the words that has in their text. It can be found in sixth semester of English Education Study Program (Tadris Bahasa Inggris/ TBI). It is proved based on their result test that showed there are still many students have low score and based on the data of the students' morpheme mastery that taken from their teacher.

¹Leslie Childs, *Writing Paragraphs & The Writing Process* (Canada: National Adult Literacy, 1999), p. 2.

So, based on the problem above, the researcher did a research about the influence of word formation mastery to students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidimpuan.

B. Identification of the Problem

The students' ability in identifying discussion paragraph is low at sixth semester of English Education Study Program IAIN Padangsidimpuan, that can be taken from their result data collected. Many students have not understood about word formation process, because they have less vocabulary and they are difficult to understand about affixation, reduplication, internal change, suppletion, zero modification, and compounding. Additionally, the students have not understood about the elements of paragraph too. Consequently, they are difficult to identify their paragraph because they are difficult to understand the form of word. So, based on the explanation above, this research intended to solve the problem about the students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidimpuan.

C. Limitation of the Problem

Based on the identification of the problem above, there are many problems included in English. Because of that, the researcher focused in word formation and students' ability in identifying discussion paragraph. So the problem of research limited as the influence of word formation mastery to students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidimpuan.

D. Formulation of the Problem

From the above explanation, the researcher wants to say that the problem is formulated on below questions:

1. How was the sixth semester students' word formation mastery in English Education Study Program IAIN Padangsidempuan?
2. How was the sixth semester students' ability in identifying discussion paragraph in English Education Study Program IAIN Padangsidempuan?
3. Was there the influence of word formation mastery to students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidempuan?

E. Aims of the Research

The aims of this research are as follows:

1. To know the students' word formation mastery at sixth semester of English Education Study Program IAIN Padangsidempuan.
2. To know the students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidempuan.
3. To know whether there was an influence of word formation mastery to students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidempuan.

F. Significances of the Research

The research has significances for :

1. Students

The students know their ability in identifying discussion paragraph with mastering of word formation.

2. Teacher / lecturer

The teacher or lecturer gets information about their students' ability in word formation mastery in identifying discussion paragraph.

3. Another Researcher

It hoped will be useful as a reference and as an information to do further researcher.

G. Definition of Operational Variables

To avoid ambiguity, the researcher clarified the term used in this research as follows:

1. Word formation mastery is the capability of the students in comprehend about the formation of word and the change of word form. It is a variable of "X" or independent variable.
2. Students' ability in identifying discussion paragraph is the ability of students' in comprehend about the structures and the informations of discussion paragraph. It is a variable of "Y" or dependent variable

H. Outline of Thesis

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

In the chapter one, it is consist of background of the problem, identification of problem (identify the research problem), limitation of the problem (because of the research problem is large so that the researcher made limitation of the problem that researched), formulation of the problem (the reseracher formulate the research problem in question form), aims of problem (the researcher write the aims of research in three points), significances of research (the research has significances for students, teacher or lecturers and

another researcher), definition of operational variables (in definition of operational variables the researcher clarified the term used in this research to avoid ambiguity) and the last outline the thesis.

In the chapter two, it is consists of theoretical description (it tells about description of independent and dependent variable more detail), review of related findings (it consist of some finding that related to this research), conceptual framework, and the last hypothesis (hypothesis is a provisional answer to the research problem).

In chapter three, it is consist of research methodology (discuss about the method of the research that used to answer the problem of the research). And in the research methodology consists of time and place of the research, research design (this research designed by using correlation research, that is quantitative research and observes two variables), population and sample, instrument of collecting the data (a tool of facility is used by researcher to collect the data), testing of instrument (to know whether the test has been ready to be tested), result of validity and the last technique of data analysis (the researcher analyzed the data by using techniques as follows: editing the data, reduction of the data, and tabulation of the data).

In chapter four, it is consists of the result findings, the result of the research consist of data description (describe the two variables), testing of hypothesis, discussion and threats of the research.

And the finally, in chapter five consists of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Word Formation

a. The definition of word formation

Every word is involved in a network of association which connect it with other terms in the language. Some of the associations are based on similarity of meaning, others are purely normal (i.e. based on forms), while others involve both form and meaning. In the Saussure's formula, a given term is like the centre of constellation, the point where an infinite number of co-ordinate terms converge.²

By "word formation process" I means the different devices which is used in English to build a new form from existing ones. Each word formation process will result in the production of a specific type of word. Consequently, an understanding of this process is one way of studying the different types of word that exist in English. In the other words, if you know how complex lexical items are made by the association of different constituent morphemes, then you can also analyze any complex word into it is various constituent.

In addition, Hornby stated "word is a sound or group of sounds that expresses a meaning and forms an independent of unit a language, whereas formation is the action of forming something; the process of being formed.³ So that,word formation is the subject of word forming or a study of thelinguistic form to create a new word.

b. The classification of word formation

Word formation is one of the general classification of morphology, and it also called diachronic morphology that study about the origin of word. The classifications of word formation process are divided into:⁴

1) Affixation

²Howard Jackson and Etienne Ze' Amvella, *Words, Meaning, and Vocabulary an Introduction to Modern Lexicology*(New York:Cassell, 2000),p.12.

³A. S. Hornby, *Oxford Advance Learner's Dictionary* (New York: Oxford University Press,1995), p. 1374.

⁴Nirmala Sari,*An Introduction to Linguistics*(Jakarta: Departemen Pendidikan dan Kebudayaan, 1998),p.

Affixation is the process of bound morphemes (usually short) that are added to the free forms. Abdul Chaer stated “affixation is the process of attaching an affix into the base form or morpheme.”⁵ There are basically three kinds of affixes:

a) Prefix

Prefix is added to beginning of free morphemes or located in front of word. Therefore, prefix are often used to give adjectives a negative meaning, and the most frequently used prefixes and suffixes come to us from Latin, Greek and Anglo-Saxon. Here is a few examples of some commonly used prefixes and suffixes are listed below:

Prefix	Meaning	Examples
Anti	Against	<u>Anti</u> biotic, <u>anti</u> social
Bi	Two, twice	<u>Bi</u> cycle, <u>bi</u> lingual
Ex	Former	<u>Ex</u> tract, <u>ex</u> communicate
Ex	Out of	<u>Ex</u> -wife, <u>ex</u> -president
Micro	Small	<u>Micro</u> wave, <u>micro</u> -computer
Min	Badly	<u>Mis</u> understand, <u>mis</u> inform
Mono	One, single	<u>Mon</u> ologue, <u>mono</u> gamous
Multi	Many	<u>Multi</u> lingual, <u>multi</u> -national
Over	Too much	<u>Over</u> weight, <u>over</u> eat
Dis	Apart, away, not (negative)	<u>Dis</u> order, <u>dis</u> agree
Mis	Wrong, wrongly, not	<u>Mis</u> cast, <u>mis</u> trust
In, ir, il, im	Negative	<u>In</u> direct, <u>ir</u> regular, <u>il</u> literate, <u>im</u> possible

Note :

- (1) In-becomes im-before a root beginning with ‘m’ or ‘p’ and ‘b’, similarly in-becomes ir-before a word beginning with ‘r’, and il- before ‘l’.
- (2) The prefixes in- doesn’t always have a negative meaning – often it gives the idea of inside or into, e.g. internal, import, insert and income.⁶

⁵Abdul Chaer, *Linguistic Umum* (Jakarta: Rhineka Cipta, 2007), p.177.

b) Infixes

Infixes is inserted into a morpheme or located in middle of word but in English there is no infixes.⁷

c) Suffixes

Suffixes is added to the end of free morphemes, in the other hand, a suffixes performs a function somewhat similar to the prefix, but is attached to the end of the word.⁸ A list of the example of suffixes as bellow :

Verb +	Affix	Noun
Examine	-ation	Examination
Conclude	-sion	Conclussion
Refuse	-al	Refusal
Govern	-ment	Government
Depart	-ure	Departure
Consult	-ant	Consultant
Farm	-er	Farmer
Enquir(e)	-y	Enquiry
Defen(d)	-ce	Defence
Brag	-art	Braggart

Adjective +	Affix	Noun
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⁶Michael McCharty and Felicity O’Dell, *English Vocabulary in Use Upper-Intermediate & Advanced* (Jakarta: Erlangga, 2001), p.18.

⁷Nirmala Sari, *Loc. Cit.*

⁸William Samelson, *English as a Second Language* (USA: Reston Publishing Company, Inc., 1976), p.15.

Sad	-ness	Sadness
Free	-dom	Freedom
True	-th	Truth
Social	-ite	Socialite
electric	-ity	Electricity

Noun derivational affixes are also called ‘nominalizers’

Noun +	Affix	Verb
Fright	-en	Frighten
Pressur(e)	-ize	Pressurize
Glory	-fy	Glorify

Adjective +	affix	Verb
Soft	-en	Soften
Legal	-ize	Legalize
Pur(e)	-ify	Purify

Verb derivational affixes also known as ‘verbalizers’

Noun +	Affix	Adjective
Season	-al	Seasonal
End	-less	Endless
Gold	-en	Golden
Hope	-ful	Hopeful

Man	-ly	Manly
Station	-ary	Stationary
Fam(e)	Fame	Famous
Passion	-ate	Passionate
Child	-ish	Childish
Cream	-y	Creamy

Verb +	Affix	Adjective
Argu(e)	-able	Arguable
Create	-ive	Creative
Depend	-ent	Dependent
Sens(e)	-ory	Sensory
Tire	-some	Tiresome

Adjective derivational suffixes are also called 'adjectivizers'

Adjective +	Affix	Adverb
Consistent	-ly	Consistently
Slow	-ly	Slowly
Obvious	-ly	Obviously
False	-ly	Falsely
Angry	-ly	Angrily

Noun +	Affix	Adverb
Home	-ward	Homeward

Sky	-wards	Skywards
Clock	-wise	Clockwise

It can be called as ‘adverbializers’

2) Reduplication

Reduplication is a morphological process in which the root or stem of a word (or part of it) is repeated exactly or with a slight change. As Abdul Chaer stated “ reduplication is the process of morphemic that repeated the base form, total or partial reduplication.”⁹ In addition, Nirmala stated that “ in reduplication either all of a morpheme is double (total reduplication) or part of it is (partial reduplication).”¹⁰ So, reduplication is the process of repeating base form, part or completely with any variation or not.

English uses some kinds of reduplication, mostly for informal expressive vocabulary. There are three types :

(a) Rhyming reduplication (is two word-phrases)

Example :

hokey-pokey

razzle-dazzle

super-duper

teenie-weenie

wing-ding

willy-nilly

(b) Exact reduplication (baby-talk-like)

Example :

bye-bye

choo-choo

⁹Abdul Chaer,p.182.

¹⁰Nirmala Sari,p.96.

night-night

no-no

pee-pee

poo-poo

(c) Ablaut reduplication

In the ablaut reduplication, the first vowel is almost always a high vowel and the reduplicated ablaut variant of the vowel is a low vowel.

Example :

Chit-chat

Criss-cross

Knick-knock

Pitter-patter

Splish-splash

Zig-zag

3) Suppletion

Language that employ morphological processes to form words will normally have a regular. They might also have some smaller classes of words that are irregular because they mark the same morphological distinction can be represented by two different words which don't have any systematic difference in form, they are exceptions to all of the process. This completely irregular situation is called suppletion (or a suppletive distinction) and usually only occurs in a few words of a language.¹¹ This situation arises historically as two different words with similar meanings come to be interpreted as two forms of the same word. So that, suppletion is the process of making an extremely new form.

¹¹Nirmala Sari,p.98.

Examples :

Go + past = went

Do + past = did

Have + past = had

Buy + past = bought

Make + past = made

4) Compounding

a) Definition of compounding

Compounding is the combination of two or more words to form a new word. Similarly, "compounding consist of the combination of two words, in which one word modifies the meaning of the other."¹² The productivity of compounding in many languages is largely due to its semantic transparency and versatality. When a new compound is formed, we already know the meaning of its constituents, and the only task we face is to find out about the semantic relation between the two parts. In the other hand, "compounding is a word formed by the combination of two independent words."¹³ So that compounds may be defined as stems consisting of more than one root.

b) Classification of compounding

There are classifications of compounding :¹⁴

(1) Noun compounds : Any root + Noun

The second root must be a noun while the first root may be a noun, a verb, an adjective or an adverb.

Example :

N + N (modifier-head) = ash-tray, arm-chair, text-book

V + N (verb-object) = dare-devil, pick-pocket

Adj+N (modifier-head) =black-bird, hard-cover

¹²Geert Boij, *The Grammar of Words an Introduction to Linguistic Morphology*(New York: OxfordUniversity Press,2005),p.75.

¹³Howard Jackson Etienne Ze' Amvela,p.79.

¹⁴Howard Jackson Etienne Ze' Amvella., p.83.

Adv + N (not syntactic) = after-thought, down-grade

(2) Verb Compounds : Any root + Verb

The second root must be a verb and the first root may be a noun, a verb, an adjective or an adverb.

Example :

N + V (object-verb) = baby-sit, house-keep

V + V (co-ordinate) = dive-bomb, drop-kick

Adj+ V (not syntactic) = dry-clean, white-wash

Adv+ V (modifier-head) = down-grade, over-do

(3) Adjective Compound :any root (except verb)+ adjective

The second root must be an adjective and the first root may be a noun, an adjective, or an adverb. Verbs don't combine with adjectives in English.

Example :

N + Adj (not syntactic)= earth-bound, sea-sick

Adj+ Adj (co-ordinate) = blue-green, metallic-green,

Adv+ Adj (modifier- head)= near-sighted, off-white

(4) Adverb Compound : Adverb + Adverb

Example :

Adv+ Adv(co-ordinate)= in-to, through-out

(5) Special Noun Compounds : Verb + Adverb

The first root is a verb and the second root is an adverb. Verb + Adverb (derivation) = blast-off, drive-in. This class of compounds is the only type which does not follow the general rule in English.

c) Distinction between compounds and phrases

In English, compounds may be distinguished from phrases on phonological, syntactic, and semantic grounds. Words are characterized by a single primary stress, so that compounds are often recognized by stress pattern and lack of juncture. (Juncture refers to the transition which characterizes adjacent syllables belonging to contiguous words). Compounds may also be distinguished from phrase in that they have specific syntactic features. But it

must be added the the grammatical relations between the constituents of the compound are sometimes obscure.

Some compounds are characterized by the fact that they use what may be considered ungrammatical or at least unusual words order in English. So that, we can tell that compounding form words and not just syntactic phrases by the differences between the stress pattern in words and phrases. Compounds which have words in the same order a phrases have primary stress on the first word only, while the individual words in phrases have independent primary stress (Primary stresses indicated below by '). The difference between compounds and phrases can be seen as the example below:

Compounds

bla'ckbird

ma'keup

Phrases

bla'ck bird

ma'ke u'p

Other compounds can have phrasal stress patterns, but only if they can't possibly be phrases. These might also have stress on the first word only, like other compounds. These differences are often, but not always, reflected in writing conventions such as writing the compound as one word or using hypens to correct the parts.

Example :

Compound

Dare-devil

Phrase

dare the devil

5) Internal change

Besides adding an affix to a morpheme (affixation) or copying all or part of the morpheme (reduplication) to make a morphological distinction, it is also possible to make morpheme in internal modifications. As stated Samsuri in *Analisis Bahasa* that "internal change is the change of morpheme that happen in its morphemes".¹⁵ And then, internal change or internal modification is the change of morpheme that much found in foreign language especially in English.

¹⁵ Samsuri, *Analisis Bahasa* (Jakarta: Erlangga, 1994), p.192.

Examples :

Man	+	plural	= men
Woman	+	plural	= women
Goose	+	plural	= geese
Speak	+	past/ past participle	=spoke, spoken
Ring	+	past/past participle	= rang, rung
Sing	+	past/past participle	= sang, sun

6) Zero Modification / Conversion

In linguistics, zero modification also called conversion is a kind of word formation, specifically, it is the creation of word from an existing word without any change in form. “Conversion may be defined as a process by which a word belonging to one word class is transferred to another word class without any concomitant change of form, either in pronunciation or spelling”.¹⁶ As stated Abdul Chaer in *Linguistik Umum* that : “conversion is also called zero, transmutation and transposition, is a process of word forming from one word to another without any change in this elements”.¹⁷

In conclusion, zero modification or conversion is the process in which there is no change in its form, but the concept may be change as may be found in English.

You can see the examples of zero modification as below :

Cut	+	past	= cut
Cost	+	past	= cost
Hit	+	past	= hit
Let	+	past	= let
Put	+	past	= put
Rid	+	past	= rid
Set	+	past	= set
Shed	+	past	= shed

¹⁶ Howard Jackson & Etienne Ze' Amvela,p.86.

¹⁷Abdul Chaer,p.188.

Shut + past = shut
Thrust + past = thrust

2. Identifying Discussion Paragraph

a. Defenition of Discussion Paragraph

Paragraphs are a form of written communication which contains a minimum of five sentences. Each sentence in a paragraph talks about or develops one single main idea. Every good paragraph has to have structure, they are introduction, body and conclusion.¹⁸ Additionally, a good paragraph also has five basic elements they are topic, topic sentence, supporting sentences, unity and coherence. So, paragraph is a group of related sentences which develops one main idea or one main topic.

Discussion is one of the kinds of text. A discussion is a factual text that explores different sides of an issue in order to reach an informed judgement or recommendation.¹⁹ In other words, discussion have functions that are to look at more than one side of an issue, to explore various perspectives before coming to an informed decision.²⁰ In addition, discussion is a text to present (at least) two points of view about an issue. As Otong Setiawan Djuharie stated “ discussion is the text to give two or more opinions/ ideas/views/arguments to a topic/ problem/or phenomenon, and usually, it gives two or more different perspeptions in one topic”.²¹ The last, “Discussion is a treatment of ideas, with emphasis on abstract nouns (concepts), verbs of thought, mental activity (‘consider’ and ‘argue’) logical arguments an connectivities”.²²

So, discussion paragraph is the paragraph that give two or more different views or opinions to one topic in order to get an informed judgement or recommendation.

b. Generic Structure Of Discussion paragraph²³

In discussion paragraph has the generic structure as follows :

¹⁸Leslie Childs, *Writing Paragraphs & The Writing Process* (Canada: National Adult Literacy, 1999), p. 2.

¹⁹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994), p. 214.

²⁰David Butt, *Using Functional Grammar (An Explorer's guide)* (National Centre for English Teaching and Research: Macquaire University, 2000), p. 233.

²¹Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), p. 35.

²²Peter Newmark, *A text Book of Translation* (New York: Prentice Hall International, 1988), p. 13.

²³Linda Gerot and Peter Wignell.

- 1) Issue (an important topic that people are discussing or arguing about)
 - a) Statement = something that you say or write that gives information or opinion
 - b) Preview = to give somebody a short account of something that is going to happen, be studied
- 2) Arguments for and against or statements of differing points of view
 - a) Point (a thing that somebody says or writes giving their opinion or stating a fact or the main / or most important idea in something that is said or done)
 - b) Elaboration (to explain or describe something in a more detailed way)
- 3) Conclusion or recommendations/ critics/ suggestion
 Something that you decide when you have thought about all the information connected with the situation.

B. Review of Related Findings

There were some finding related to this research. The first is Efi Situmorang “An analysis on the student’s ability in mastery morphemes to the grade IX students of SMP Negeri 2 Batang Angkola in 2008/2009 academic year”.²⁴ The concluding of her research, the third class students in SMP Negeri 2 Padangsidempuan in 2008/2009 academic year are able in mastering the 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”.²⁵ The concluding of her research are the ability of the eight grade students of SMP Negeri 3 Padangsidempuan 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 Padangsidempuan in forming new words are many students do not know the meaning, eventhough the word can add prefixes or suffixes to the base form of words and many students unable to differentiate between prefixes and suffixes.

So that, from the description above the researcher wanted to look for other information deeply, and it is done at STAIN Padangsidempuan.

²⁴ Efi Situmorang, An Analysis on The Student’s 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).

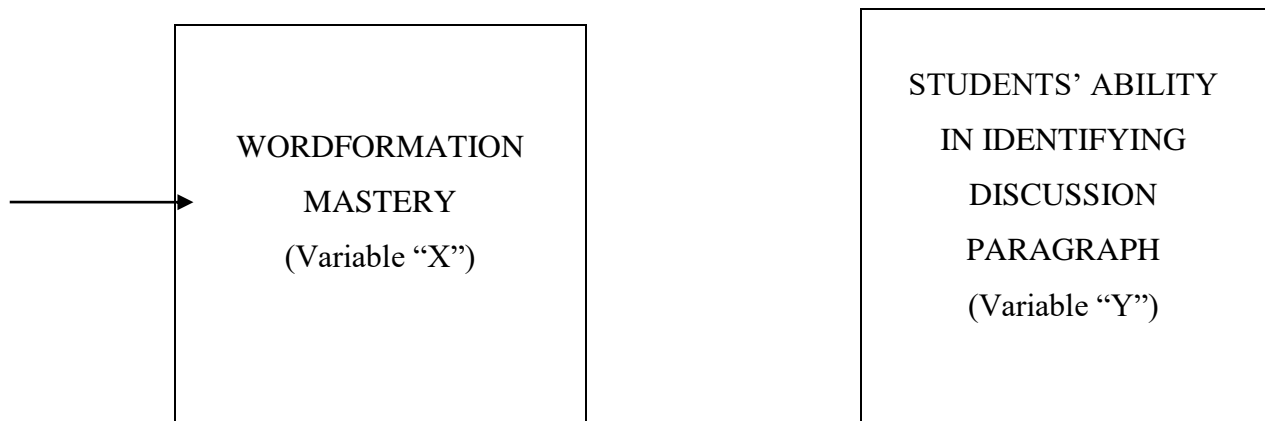
²⁵ Puspita Sari, The Ability of The Eight Grade Students of Students of SMP Negeri 3 Padangsidempuan in Forming New Words in 2009/2010 Academic Year (unpublished thesis). (Padangsidempuan: UMTS, 2010).

C. Conceptual Framework

The successful of teaching English depends by many factors, there are about the subjects in reading, writing, listening and speaking. The students hoped that they can communicate through orally and written.

In written ability is the ability in expressing idea, through opinion and argumentation by writing, it consists of structure and grammar. Word formation is subject that can be has in this ability. It is subject of word formation. Word formation has correlation between meaning and the changing of word. It can help students in written language.

In the other hand, identifying paragraph is important also to get information or content of the text. In identifying paragraph, the students must have knowledge about word. So, the relation between word formation mastery and students' ability in identifying discussion paragraph can be seen as picture below :



From the picture above, word formation is given by lecturer to the students. In learning word formation, the students must comprehend about the form and the meaning of word or they must comprehend how the word formation process is. The word formation mastery is to develop basic skill to identify the paragraph easily. So that, word formation mastery has an influence to students' ability in identifying discussion paragraph.

D. Hypothesis

The hypothesis is an idea suggestion answer to the problem or a case which is its fact would be proved by getting the result of a study. The hypothesis is an important component

in the research problems. As Suharsimi said that “Hypothesis can be meant as a provisional answer to the research problem, until the valid data is collected.”²⁶

Correlating to this concept above, so the writer comes to her hypothesis in this research. The hypothesis can be stated as “There was an influence of word formation mastery to students’ ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidempuan.”

²⁶Suharsimi 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, testing of instrument, data collecting and data analysis.

A. Time and Place of Research

This research did in May 2019. Then, the researcher chosen IAIN Padangsidimpuan as a place of research and the subject are sixth semester of English Education Study Program students and it locates at Imam Bonjol Street, Northeast Padangsidimpuan, North Sumatera.

B. Research Design

In this research, the method used is quantitative research. The quantitative research is the research which used statistic data as technique of collecting data and analysis of data. Next, this research was designed by correlation research that observes two variables. Additionally, correlation research is the research to detect, how far the variation at one or more another factory base on correlation coefficient.²⁷ Then, by looking of 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.²⁸ So that in this research, the researcher would influential word formation mastery and students' ability in identifying discussion paragraph.

²⁷Sumardi Suryabrata, *Metodologi Penelitian* (Jakarta: PT. Raja Grafindo Persada, 1994), p. 24.

²⁸Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2006), p. 14.

C. Population and Sample

1. Population

The researcher needs the population to conduct the research, because it is an important aspect in a research. Based on Suharsimi Arikunto said that “Population is all subjects of the research.”²⁹ Then, Ari in Sukardi said that “Population is all members of well defined class of people, event, or objects.”³⁰ And the last, Burhan Bungin said that “ Population is all of the research object that can be a human, animals, plants, air, phenomenon, value.” So that, the population of the research is sixth semester of English Education Study Program IAIN Padangsidempuan. The students are limited. The calculation is seen below :

Table 1 :

Population of The Research

No	Class	Total Student
1	English Education Study Program / TBI - 1	24
2	English Education Study Program / TBI - 2	32
3	English Education Study program / TBI - 3	30
Total		86

2. Sample

According to Gay and Airasian stated “sample is a number of individuals for a study in such a way that they represent the larger group from they were selected.”³¹ Arikunto

²⁹Sugiyono, p.102.

³⁰Sukardi, *Metodologi Penelitian Pendidikan*(Jakarta: Bumi Aksara, 2003),p.53.

³¹L. R. Gay & Peter Airasian, *Educational Research*(USA: Prentice Hall, Inc.,2000),p.121.

said “ Sample is a part of population which will be researched.”³² In this research, the researcher took all of population as sample, because the subject is less than 100 that are 86 students. The researcher 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.”³³

D. Instrument of Collecting the Data

A researcher must have a good instrument in this research because a good instrument can give the valid data. In addition, Suharsimi Arikunto said that “the instrument of the research is a tool of facility is used by the researcher to collecting data.”³⁴ In this research, the instrument of collecting data by test. The test did by multiple choice, and essay. The test consists of 50 items in multiple choice, it used to know the students’ mastery in word formation. Whereas essay, it used to know the students’ ability in identifying discussion paragraph. In the indicator consist of :

- a) Issue (the score is given 30)
- b) Arguments (the score is given 40, because it has many items than other such as argument for and argument against)
- c) Conclusion (the score is given 30)

To know the indicators deeply, can be seen as table below :

³²Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2002),p.109.

³³Suharsimi Arikunto, p.134.

³⁴Suharsimi Arikunto, p.21.

Table 2

The Indicator of Word Formation

No	Indicator	Items	Number of items	Total score
1.	Ability in word formation:			
	a. Affixation	10	1,2,3,4,5,3,4,5,6,7,8,9,10	20
	b. Reduplication	8	11,12,13,14,15,16,17,18	16
	c. Suppletion	8	19,20,21,22,23,24,25,26	16
	d. Compounding	8	27,28,29,30,31,32,33,34	16
	e. Internal change	8	35,36,37,38,39,40,41,42	16
	f. Zero Modification/ Conversion	8	43,44,45,46,47,48,49,50	16
	Total	50	50	100

In this variable, the score is given 2 for each correctly answer and 100 for all items correctly answer. And then, the indicator for students' ability in identifying discussion paragraph can be seen as the table below:

Table 3

The Indicator of Students' Ability in Identifying Discussion Paragraph

No	Indicator	Item	Total score
1	Ability in identifying “discussion”paragrapht : a) Issue b) Arguments c) conclusion	1	30 40 30
Total		1	100

For this variable, the score is given to students' ability in identifying discussion paragraph is 100 for all the correctly answer.

E. Testing of Instrument

Before get the test to the samples of research, the researcher has tested the instruments first to the students at eight semester of English Education Study Program IAIN Padangsidimpuan. The purpose of the testing instrument is to know whether the test has been ready to be tested. There are two ways in testing the instruments, they are:

Test Validity

Suharsimi Arikunto stated validity was the chances which show the level of instrument about measurement something.³⁵

There are two validity 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 uses 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 were 70 items of instrument first and then the researcher analyzed 70 items by product moment become 50 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. 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.

From the table of the instrument validity about word formation mastery, it could be gotten concluding that some items were invalid (see appendix I). So, the researcher changed

³⁵ Suharsimi Arikunto, p. 167.

the items were invalid by other items. Next, from the instrument about students' ability in identifying discussion paragraph, those items do not use valid or invalid.

In this research, the researcher uses content validity to establish the validity of the instrument. Suharsimi Arikunto says that product moment is the formula to test validity³⁶. So, the writer uses product moment as follows:

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

Where:

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

F. Result of Validity Test

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 50 numbers is valid from 70 numbers of test.

³⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p. 213.

G. 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 criteria³⁷

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

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}^{38}$$

³⁷ Riduwan, *Belajar Mudah Penelitian untuk Guru-Guru, Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

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.

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:

$\sum x$ = word formation mastery

$\sum y$ = identifying discussion paragraph

³⁸Sugiyono, *Statistika untuk Penelitian*(Bandung : Alfabet, 2007),p. 229.

a = Estimators for intercepts

b = Estimators for the regression coefficients

n = Number of samples

Looking for Simple Regression equation is $Y = a + bX$

CHAPTER IV
RESULT FINDINGS

A. Description of Data

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 word formation mastery as variable of “X”, and the variable of students’ ability in identifying discussion paragraph as variable of “Y” and also continued to the testing of hypothesis.

1. Word formation Mastery

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

Table 4:

The Resume of Variable Score of Word formation Mastery

No	Statistic	Variable X
1.	High score	86
2.	Low score	30
3.	Range	56
4.	Mean score	66.52
5.	Median	76.7

From the table above, it is know that the high score of variable of word formation mastery has been searched by 86 students based on the total of sample research were high score 86 and low score 30 range 56 mean score 66,52 median 76,7 (see appendix VIII).

To know revelation of data has been done to grouped the variable score of word formation mastery which the total classes 7 and interval 8.

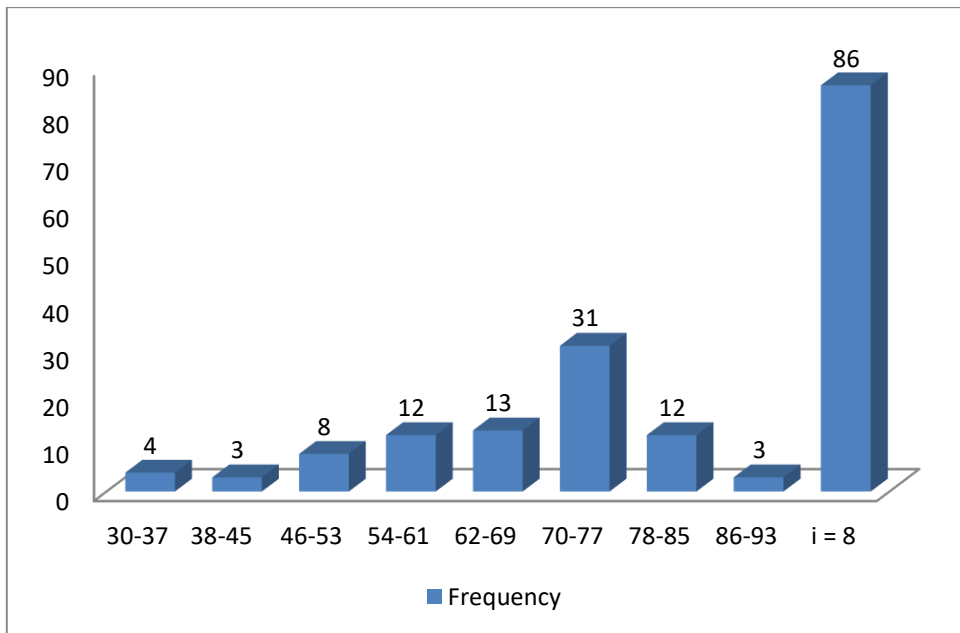
Table 5:

Frequency Distribution of Word formation Mastery

Interval	Frequency
30-37	4
38-45	3
46-53	8
54-61	12
62-69	13
70-77	31
78-85	12
86-93	3
i = 8	86

Figure 1:

The Variable Revelation of Word Formation Mastery



Based on the table above, it was known that the variable revelation of word formation mastery shown that the respondent at interval 30- 37 were 4 students, interval 38- 45 were 3 students, interval 46- 53 were 8 students, interval 54-61 were 12 students, interval 62-69 were 13 students, interval 70-77 were 31students, interval 78- 85 were 12 students and interval 86- 93 were 3 students.

2. Students' Ability in Identifying Discussion paragraph

The resume score of variable students' ability in identifying discussion paragraph at sixth semester students of English Education Study Program (TBI) IAIN Padangsidempuan has been gotten as table below:

Table 6:
The Resume of the Variable Scores of Students' Ability
in Identifying Discussion Paragraph

No	Statistic	Variable Y
1.	High score	100
2.	Low score	30
3.	Range	70
4.	Mean score	57.05
5.	Median	68.5

From the table above, it is know that high score of variable students' ability in identifying discussionparagraph has been reached by 86 students based on the total of sample research the high score were 100 and low score were 30, range were 70, mean score were 57, 05, median were 68,5 (see appendix IX).

To know the revelation of data is done to group the variable score of students' ability in identifying discussion paragraph which the total classes 8 and interval 10.

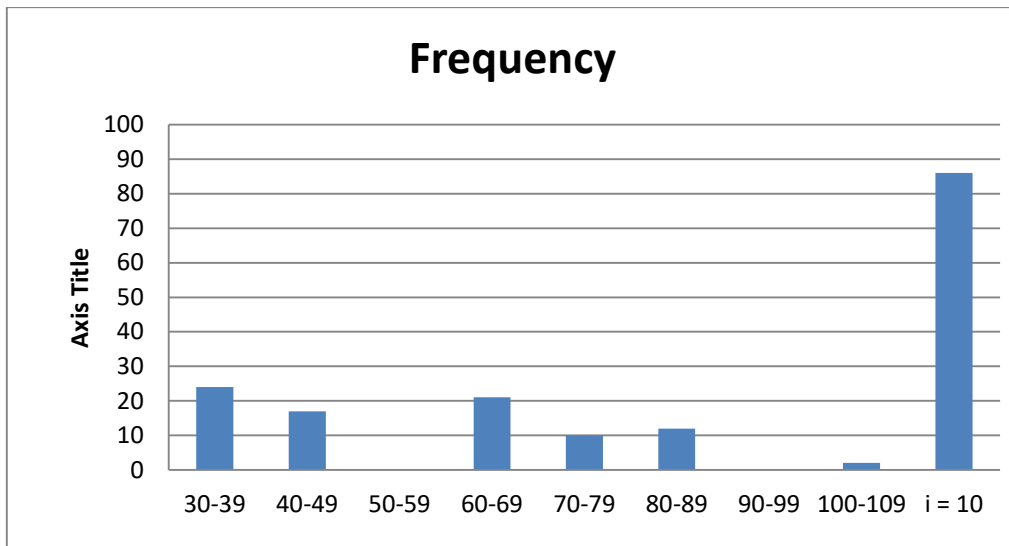
Table 7:

Frequency Distribution of Students' Ability
in Identifying Discussion Paragraph

Interval	Frequency
30-39	24
40-49	17
50-59	0
60-69	21
70-79	10
80-89	12
90-99	0
100-109	2
i = 10	86

Figure 2:

The Variable Revelation of Students' Ability in Identifying Discussion Paragraph



Based on the table above, it is know that the variable revelation of students' ability in identifying discussion paragraph show that the respondents at interval 30-39 were 24 students, interval 40- 49 were 17 students, interval 50- 59 were no student, interval 60- 69 were 21 students, interval 70- 79 were 10 students, interval 80- 89 were 12 students, interval 90-99 were no student, and interval 100-109 were 2 students.

B. Testing of Hypothesis

The hypothesis of this research is an influence of word formation mastery to students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidimpuan. It was tested by using product moment correlation.

Analysis of data could be seen in appendix X. 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:

$$\sum X = 5680$$

$$\sum Y = 5520$$

$$\sum X^2 = 389296$$

$$\sum Y^2 = 376400$$

$$\sum XY = 379900$$

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

$$\begin{aligned} r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}} \\ &= \frac{86(379900) - (5680)(5520)}{\sqrt{\{86.389296 - (5680)^2\} \{86.376400 - (5520)^2\}}} \\ &= \frac{32671400 - 31353600}{\sqrt{\{33479456 - 32262400\} \{32370400 - (30470400)\}}} \\ &= \frac{1317400}{\sqrt{\{1217056\} \{1900000\}}} \\ &= \frac{1317400}{\sqrt{2312406400000}} \\ &= \frac{1317400}{152065985677271} \\ &= 0.866 \end{aligned}$$

The hypothesis which said there was an influence of word formation mastery to students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidempuan could be received. It could be seen from the calculating of product moment by getting correlation coefficients $r_{xy} = 0.866$ was more than $r_{table} = 0.207$ on level 5%,

and on level 1% $r_{table} = 0.270$. So, there is an influence of word formation mastery to students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidimpuan. An influence of word formation mastery to students' ability in identifying discussion paragraph is good³⁹(see page 39) category by value $0.866 - 0.207 = 0.659$. 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 word formation mastery and students' ability identifying discussion paragraph. The regression formula:

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

$$b = \frac{N \sum XY - (\sum X)(\sum Y)}{N \sum X^2 - (\sum X)^2}$$

$$= \frac{86(379900) - (5680)(5520)}{86(389296) - (5680)^2}$$

$$= \frac{32671400 - 31353600}{33479456 - 32262400}$$

$$= \frac{1317800}{1217056}$$

$$= 1.082$$

$$a = \frac{\sum Y - b \sum X}{N}$$

$$= \frac{5520 - 1.082 \times 5680}{86}$$

$$= \frac{5520 - 6145.76}{86}$$

$$= \frac{-625.76}{86}$$

³⁹Riduwan., *Belajar Mudah Penelitian Untuk Guru-Guru, Karyawan Dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

= -7.276

From the calculation above, so the regression of word formation mastery and students' ability in identifying discussion paragraph were $Y = a + b X = -7.276 + 1.082 X$. So, it could be concluded that word formation mastery had significant to students' ability in identifying discussion paragraph. It shown that the hypothesis received there was an influence between word formation mastery and students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidempuan.

C. Discussion

In this research, the researcher searched word formation mastery and students' ability in identifying discussion paragraph. The researcher wanted to know students' word formation mastery and students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidempuan. Word formation mastery would make the students were better in understanding and comprehending word. While identifying discussion paragraph would make the students were better in identifying paragraph, especially in discussion paragraph. The researcher had hypothesis that the word formation mastery and students' ability in identifying discussion paragraph had significant correlation. 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 Padangsidimpuan in forming new words that many students were unable to differentiate between prefixes and suffixes. So, in this research the students did not understand about discussion text. It concluded that word formation mastery had significant correlation in identifying discussion paragraph.

For supporting that, it was proved by hypothesis of this research, word formation mastery had the significant to students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidimpuan.

D. 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.

On doing the test, there were so many problems, for example the weakness of time, because the students had activities such as doing examination, when they answered the test; they have less concentrate test, increase of many task 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.

CHAPTER V

CONCLUSIONS & SUGGESTIONS

A. Conclusions

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

1. The sixth semester students' word formation mastery in English Education Study Program IAIN Padangsidempuan was "good" by getting mean score were 66.52.
2. The sixth semester students' ability in identifying discussion paragraph in English Education Study Program IAIN Padangsidempuan was "enough" by getting mean score were 57.05.
3. There was an influence of word formation mastery to students' ability in identifying discussion paragraph at sixth semester of English Education Study Program IAIN Padangsidempuan.

B. Suggestions

1. To the Leader of IAIN Padangsidempuan 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 word formation on morphology first and then learn about text or genre.
4. The lecturer teaches word formation and text and the lecture instruct the students to analyze the formation of the word from the text.
5. The students can enrich their vocabulary from word formation process for their paragraph identifying.

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 word formation and identifying paragraph.

APPENDIX 1

A. Question for word formation

(The question number 1-10 are about affixation)

1. There is only one correct sentence used prefix in underline words. Which one of sentence?
 - a. Most people agree that some form of family limitation or spacing is desirable for the good of the family and society
 - b. Young couples often postpone having children so that both partners can work full-time
 - c. Some religious groups disagree with birth control on moral grounds reason.
 - d. Although they oppose all artificial birth control, they consider natural family planning acceptable.

2. Prefix “ex” can be has a meaning as former or out of. So, which one of the word that has a meaning as a former?
 - a. Ex wife
 - b. External
 - c. Express
 - d. Excommunicate

3. There should be laboratories and workshops which enable teacher to instruct the students on learning by doing.

From the sentence, which one word is using prefix?

- | | |
|--------------|-------------|
| a. Instruct | c. Enable |
| b. Workshops | d. Learning |

4. This word is free stem. Which one can be added by prefix?
 - a. Between
 - b. Alone
 - c. After
 - d. Trust

5. The prefix “in” in this word bellow have a negative meaning, except :
 - a. Indirect
 - b. Inaccurate
 - c. Incorrect
 - d. Income

6. From this word “attend “, if the word is added by suffix “~tion“. So, its part of speech will be changed as...
 - a. Noun
 - c. Adjective

19. The girl rode a horse in the tea garden last Sunday.
Based on the sentence, there is a word include in suppletion, which one is it?
- a. The girl
 - b. In the garden
 - c. Rode
 - d. Last Sunday
20. Ahmad and Ramadhan.....gone to the village yesterday.
- a. Have
 - b. Had
 - c. Stays
 - d. Stay
21. Grandfather the wood that has in the back of yard.
- a. Saw
 - b. Saws
 - c. Sawed
 - d. Sawing
22. My younger brotherfrom the bicycle last day.
- a. Fall
 - b. Fell
 - c. Fallen
 - d. Felt
23. 1. Feed
2. Dream
3. Walk
4. Swear
- From this word, which one that can't be change in to suppletion form?
- a. 3
 - b. 1 and 2
 - c. 4
 - d. 3 and 4
24. Shea beautiful view last holiday.
Where is word that suitable with the sentence above?
- a. Draw
 - b. Drew
 - c. Drawing
 - d. Writing
25. Hethat somebody helps him yesterday.
- a. Think
 - b. Thought
 - c. Thinking
 - d. Thing
26. She her problems from her friends.
- a. Hit
 - b. Hid
 - c. Hide
 - d. Hits

(The question number 27-34 are about compounding)

27. Compounding is the combination of two or more words to form a new word and has the meaning.

From this statement, which the right one of compounding form?

- a. Textbook
- b. Playerdisc
- c. Hairblack
- d. Keeperhouse

28. 1. Sunlight
2. Drugstore
3. Longdress
4. Collectordebt

From this word, which one word isn't has compounding?

- a. 1 and 4
- b. 2 and 3
- c. 4
- d. 3

29. They use to keep their children when they go to the office.

- a. Housekeeper
- b. Babysittter
- c. Shopkeeper
- d. Brainwasher

30. If the students are to succeed in tomorrow's world, their must encourage them to have the desire to keep learning throughout their lives.

From the sentence, which one word is using compounding?

- a. Succeed
- b. Learning
- c. Encourage
- d. Throughout

31. She always get a.....if she goes to the school by bus.

- a. Carsick
- b. Sick
- c. Seasick
- d. Payment

32. Here are the adjective compound, except :

- a. Blue-green
- b. Metallic-green
- c. South-west
- d. Throughout

33. Noun compound is a part of compounding. It means in the second root must be a noun, a verb, an adjective or an adverb. So, from this statement which one of the word that not found noun compounding?

- a. Textbook
- b. Downgrade
- c. Blackbird
- d. Bluegreen

34. 1. The boy are sitting under the tree.

2. Understanding is a relation between the knower and an object of understanding.

3. I'm always listening radio when I take a rest.
4. Affixation is the process of attaching bound morpheme to the base form.

From the underline words above, which one of sentence that include in compounding word?

- a. Understanding c. Sitting
b. Listening d. Attaching

(The question number 35-42 are about internal change)

35. Internal change is the change of morpheme that happen in its morphemes. Which one of the word that can be an internal change ?
- a. Mouse c. Devil
b. Dare d. Love

36. We can found many geese in their village. From the sentence, which one word is using internal change?
- a. Can c. Found
b. Geese d. Village

37. 1. Mouse 3. Goose
2. Speak 4. Beg

From this word, which one word cann't be an internal change?

- a. 1 and 4 c. 4 and 3
b. 2 d. 4

38. Adam..... a song of Maher Zain in the music concert last night.
- a. Sing c. Sings
b. Singing d. Sung

39. The cat catches manyin the rice field.
- a. Mouse c. Mice
b. Mouses d. Most

40. Theyabout their engagement with their families last month.

- a. Speak
- b. Spoken
- c. Speaks
- d. Spoke

41. This word “tooth“is noun, if the word get a change in internal; it say as an internal change. Which the correct one word that refers to the word above?

- a. Tooths
- b. Teeth
- c. Theeth
- d. Teeths

42. The are the employeers of paper factory.

- a. Man
- b. Boy
- c. Men
- d. Children

(The question number 43-50 are about zero modification)

43. Zero modification is the process in which there is no change in its form, but the concept may be change as may be found in English.

In this word below, there is one word that not include in its form. Where is it?

- a. Cut
- b. Cost
- c. Let
- d. Bring

44.your mouth!

- a. Shut
- b. Shot
- c. Shutting
- d. Shuts

45. Get of your gum in garbage can.

- a. Ride
- b. Read
- c. Rid
- d. Ridding

46. There is only one correct sentence in zero modification. Which one of sentence?

- a. He always cut his hair every month in the barber shop.
- b. Andrea give a handicraft for her friends.
- c. Radio is one of the way to convey information for every one whose need it.
- d. Please take his bag!

47. 1. Set
2. Cost

3. Shed
4. Fell

From this word, which one of word that cann't be in zero modification?

- a. 1,2 and 3
- b. 2 and 4
- c. 4
- d. 3 and 4

48. Each word not consist of zero modification, except :

- a. Speak
- b. See
- c. Go
- d. Put

49. 1. Andy slit the durians in the garden.

2. Don't hit the dog.

3. She never cut her hairs since two years ago.

4. Do you like read a book?

The underline words above, which one that not has zero modification?

- a. Read
- b. Slit
- c. Cut
- d. Hit

50.the books on the table.

- a. Put
- b. Let
- c. Puts
- d. Get

B. Questions for identifying discussion paragraph

Read the text, then answer the question !

Gene Splicing

Genetic research has produced both exciting and frightening possibilities. Scientists are now able to create new forms of life in the laboratory due to the development of gene splicing. On the one hand, the ability to create life in the laboratory could greatly benefit mankind. For example, because it is very expensive to obtain insulin from natural sources, scientists have developed a method to manufacture it inexpensively in the laboratory.

Another beneficial application of gene splicing is in agriculture. Scientists foresee the day when new plants will be developed using nitrogen from the air instead of from fertilizer. Therefore food production could be increased. In addition, entirely new plants could be developed to feed the world's hungry people.

Not everyone is excited about gene splicing, however. Some people feel that it could have terrible consequences. A laboratory accident, for example, might cause an epidemic of an unknown disease that could wipe out humanity.

As a result of this controversy, the government has made rules to control genetic experiments. While some members of the scientific community feel that these rules are too strict, many other people feel that they are still not strict enough.

- 1) Issue is one of the important things in discussion text. Can you find it in the text? Explain please!

- 2) Found the arguments for and the arguments against in the text above!
- 3) What is the conclusion of the text ?

~~~~Thanks ~~~~

### APPENDIX 3

#### Word formation Mastery

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

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 30 | 50 | 60 | 64 | 70 | 72 | 76 | 80 |
| 30 | 50 | 60 | 64 | 70 | 72 | 76 | 82 |
| 36 | 50 | 60 | 66 | 70 | 72 | 76 | 82 |
| 36 | 52 | 60 | 66 | 70 | 72 | 76 | 84 |
| 40 | 56 | 60 | 66 | 70 | 72 | 76 | 84 |
| 40 | 58 | 62 | 68 | 70 | 74 | 78 | 84 |
| 44 | 58 | 62 | 68 | 70 | 74 | 78 | 86 |
| 46 | 58 | 64 | 70 | 70 | 74 | 78 | 86 |
| 46 | 58 | 64 | 70 | 70 | 74 | 78 | 86 |
| 48 | 58 | 64 | 70 | 70 | 74 | 80 |    |
| 50 | 60 | 64 | 70 | 70 | 74 | 80 |    |

2. High score = 86
3. Low score = 30
4. Range = high score – low score = 86 – 30 = 56
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)

$$i = \frac{R}{BK} = \frac{56}{7} = 8$$

$$i = 8$$

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

| Interval     | Fi        | Xi         | Fixi        |
|--------------|-----------|------------|-------------|
| 30- 37       | 4         | 33,5       | 134         |
| 38- 45       | 3         | 41,5       | 124,5       |
| 46- 53       | 8         | 49,5       | 396         |
| 54- 61       | 12        | 57,5       | 690         |
| 62- 69       | 13        | 65,5       | 851,5       |
| 70-77        | 31        | 73,5       | 2278,5      |
| 78-85        | 12        | 81,5       | 978         |
| 86-93        | 3         | 89,5       | 268,5       |
| <b>i = 8</b> | <b>86</b> | <b>492</b> | <b>5721</b> |

$$\bar{X} = \frac{\sum fixi}{fi} = \frac{5721}{86}$$

$$= 66,52$$

$$\begin{aligned}
8. \text{Median} &= \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) i \\
&= 69,5 + \left( \frac{43 - 15}{31} \right) 8 \\
&= 69,5 + (0,90) 8 \\
&= 69,5 + 7,2 \\
&= 76,7
\end{aligned}$$

$$\begin{aligned}
9. \text{Modus} &= \ell + \left( \frac{fa}{fa + fb} \right) i \\
&= 69,5 + \left( \frac{40}{40 + 15} \right) 8 \\
&= 69,5 + (0,72) 8 \\
&= 69,5 + 5,76 \\
&= 75,26
\end{aligned}$$

$$\begin{aligned}
10. \text{Score Interpretation} &= \frac{5721}{100 \times 86} \times 100\% \\
&= \frac{5721}{8600} \times 100\% \\
&= 66,52\%
\end{aligned}$$

The table score of interpretation

| Interval  | Interpretation |
|-----------|----------------|
| 0% - 20%  | Very low       |
| 21% - 40% | Low            |



|                  |             |
|------------------|-------------|
| 41% - 60%        | Enough      |
| <b>61% - 80%</b> | <b>High</b> |
| 81% - 100%       | Very High   |

## Appendix IX

### Students' Ability in Identifying Discussion Paragraph

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

|    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|-----|
| 30 | 30 | 30 | 40 | 60 | 60 | 70 | 80  |
| 30 | 30 | 30 | 40 | 60 | 60 | 70 | 80  |
| 30 | 30 | 40 | 40 | 60 | 60 | 70 | 80  |
| 30 | 30 | 40 | 40 | 60 | 60 | 70 | 80  |
| 30 | 30 | 40 | 40 | 60 | 60 | 70 | 80  |
| 30 | 30 | 40 | 40 | 60 | 60 | 80 | 80  |
| 30 | 30 | 40 | 40 | 60 | 70 | 80 | 100 |
| 30 | 30 | 40 | 60 | 60 | 70 | 80 | 100 |
| 30 | 30 | 40 | 60 | 60 | 70 | 80 |     |
| 30 | 30 | 40 | 60 | 60 | 70 | 80 |     |

2. High score = 100
3. Low score = 30
4. Range = high score – low score = 100 – 30 = 70
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)

$$i = \frac{R}{BK} = \frac{70}{7} = 10$$

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

| Interval      | Fi        | xi         | Fixi        |
|---------------|-----------|------------|-------------|
| 30-39         | 24        | 34,5       | 828         |
| 40-49         | 17        | 44,5       | 756,5       |
| 50-59         | 0         | 54,5       | 0           |
| 60-69         | 21        | 64,5       | 1354,5      |
| 70-79         | 10        | 74,5       | 745         |
| 80-89         | 12        | 84,5       | 1014        |
| 90-99         | 0         | 94,5       | 0           |
| 100-109       | 2         | 104,5      | 209         |
| <b>i = 10</b> | <b>86</b> | <b>556</b> | <b>4907</b> |

$$\bar{X} = \frac{4907}{86}$$

$$= 57,05$$

8. Median =

$$l + \left( \frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$= 59,5 + \left( \frac{43 - 24}{21} \right) 10$$

$$= 59,5 + (0,90) 10$$

$$= 59,5 + 9$$

$$= 68,5$$

3. Modus =

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

$$= 57,5 + \left( \frac{41}{41 + 24} \right) 10$$

$$= 57,5 + (0,63) 10$$

$$= 57,5 + 6,3$$

$$= 63,8$$

$$10. \text{ Score Interpretation} = \frac{4907}{100 \times 86} \times 100\%$$

$$= \frac{4907}{8600} \times 100\%$$

$$= 57,05 \%$$

The table score of interpretation

| Interval         | Interpretation |
|------------------|----------------|
| 0% - 20%         | Very low       |
| 21% - 40%        | Low            |
| <b>41% - 60%</b> | <b>Enough</b>  |
| 61% - 80%        | High           |
| 81% - 100%       | Very High      |

**APPENDIX 4**

**A. The key answer of test**

1. c. Some religious groups disagree with birth control on moral grounds
2. a. Equip
3. a. Reputation
4. a. Instruct
5. d. Trust
6. a. Noun
7. d. 1
8. a. -y
9. c. Remember
- 10.c. 3
11. c. Groupy
12. d. To-to
13. b. Happy
14. d. 1
15. a. Talkey –walkey
16. b. Pee –pee
17. a. Bric – brac
18. d. 4
19. b. Bought
20. b. Had
21. b. Fell
22. a. 3
23. b. Drew
24. b. Thought
25. a. Sent
26. b. Hid
27. a. Textbook
28. c. 4
29. b. Babysitter
30. c. Whiteboard
- 31.d. Throughout
32. a. Carsick
33. b. Collector
34. d. Bluegreen
35. a. Mouse
36. d. 4
37. d. Sung
38. b. Rang
39. a. Man
40. a. Rany told me about her marriage and I was glad of it
41. d. Spoke
42. b. Teeth
43. d. Bring

- 44. a. Shut
- 45. c. Rid
- 46. a. He always cut his hair every month in the barber shop
- 47. c. 4
- 48. d. Put
- 49. d. Let
- 50. b. Hit

**B. The key answer of test**

- 1. Issue of the text is genetic research has produced both exciting and frightening possibilities.
- 2. Arguments for in the text :

On the one hand, the ability to create life in the laboratory could greatly benefit mankind. For example, because it is very expensive to obtain insulin from natural sources, scientists have developed a method to manufacture it inexpensively in the laboratory.

Another beneficial application of gene splicing is in agriculture. Scientists foresee the day when new plants will be developed using nitrogen from the air instead of from fertilizer. Therefore food production could be increased. In addition, entirely new plants could be developed to feed the world's hungry people.

Arguments against in the text :

Not everyone is excited about gene splicing, however. Some people feel that it could have terrible consequences. A laboratory accident, for example, might cause an epidemic of an unknown disease that could wipe out humanity.

- 3. Conclusion of the text is the government has made rules to control genetic experiments.

### TEST RESULT OF WORD FORMATION MASTERY

| NO | INITIAL NAME | SCORE |
|----|--------------|-------|
| 1  | AY           | 70    |
| 2  | AO           | 60    |
| 3  | AH           | 86    |
| 4  | BA           | 70    |
| 5  | BH           | 78    |
| 6  | EF           | 86    |
| 7  | HW           | 76    |
| 8  | KM           | 70    |
| 9  | MJ           | 70    |
| 10 | MJ           | 70    |
| 11 | MH           | 76    |
| 12 | NL           | 64    |
| 13 | NS           | 82    |
| 14 | NO           | 80    |
| 15 | PS           | 74    |
| 16 | RA           | 78    |
| 17 | RM           | 70    |
| 18 | RA           | 76    |
| 19 | RS           | 76    |
| 20 | SB           | 84    |
| 21 | SA           | 70    |
| 22 | SZ           | 72    |
| 23 | WS           | 82    |
| 24 | ZW           | 84    |
| 25 | AM           | 84    |
| 26 | AN           | 70    |
| 27 | BA           | 72    |
| 28 | DS           | 66    |
| 29 | DF           | 68    |
| 30 | DH           | 40    |
| 31 | DF           | 58    |
| 32 | EW           | 58    |
| 33 | FS           | 70    |
| 34 | FM           | 70    |
| 35 | GM           | 68    |
| 36 | IY           | 64    |
| 37 | IN           | 64    |
| 38 | KG           | 70    |
| 39 | KP           | 50    |
| 40 | KH           | 74    |
| 41 | LH           | 60    |

|    |              |             |
|----|--------------|-------------|
| 42 | MM           | 86          |
| 43 | MA           | 60          |
| 44 | MD           | 60          |
| 45 | NI           | 72          |
| 46 | NW           | 72          |
| 47 | NJ           | 74          |
| 48 | RH           | 78          |
| 49 | SL           | 70          |
| 50 | SN           | 66          |
| 51 | SW           | 62          |
| 52 | SH           | 78          |
| 53 | SA           | 74          |
| 54 | SA           | 74          |
| 55 | ST           | 76          |
| 56 | TR           | 80          |
| 57 | AH           | 80          |
| 58 | AK           | 74          |
| 59 | AS           | 66          |
| 60 | AY           | 64          |
| 61 | AM           | 64          |
| 62 | AZ           | 74          |
| 63 | EM           | 62          |
| 64 | EM           | 68          |
| 65 | IF           | 30          |
| 66 | JA           | 46          |
| 67 | KM           | 30          |
| 68 | KM           | 40          |
| 69 | MS           | 58          |
| 70 | MB           | 36          |
| 71 | MB           | 56          |
| 72 | NS           | 44          |
| 73 | NA           | 46          |
| 74 | NS           | 50          |
| 75 | NS           | 52          |
| 76 | NH           | 58          |
| 77 | RJ           | 58          |
| 78 | RS           | 50          |
| 79 | RJ           | 50          |
| 80 | RB           | 36          |
| 81 | SP           | 70          |
| 82 | SH           | 70          |
| 83 | SN           | 72          |
| 84 | ST           | 60          |
| 85 | UH           | 64          |
| 86 | ZH           | 60          |
|    | <b>TOTAL</b> | <b>5680</b> |





**TEST RESULT OF STUDENTS' ABILITY IN IDENTIFYING DISCUSSION PARAGRAPH**

| <b>NO</b> | <b>INITIAL NAME</b> | <b>SCORE</b> |
|-----------|---------------------|--------------|
| 1         | AY                  | 70           |
| 2         | AO                  | 60           |
| 3         | AH                  | 80           |
| 4         | BA                  | 60           |
| 5         | BH                  | 80           |
| 6         | EF                  | 100          |
| 7         | HW                  | 70           |
| 8         | KM                  | 70           |
| 9         | MJ                  | 80           |
| 10        | MJ                  | 70           |
| 11        | MH                  | 70           |
| 12        | NL                  | 60           |
| 13        | NS                  | 80           |
| 14        | NO                  | 80           |
| 15        | PS                  | 80           |
| 16        | RA                  | 70           |
| 17        | RM                  | 70           |
| 18        | RA                  | 70           |
| 19        | RS                  | 70           |
| 20        | SB                  | 80           |
| 21        | SA                  | 70           |
| 22        | SZ                  | 70           |
| 23        | WS                  | 80           |
| 24        | ZW                  | 80           |
| 25        | AM                  | 80           |
| 26        | AN                  | 80           |
| 27        | BA                  | 70           |
| 28        | DS                  | 60           |
| 29        | DF                  | 60           |
| 30        | DH                  | 30           |
| 31        | DF                  | 30           |
| 32        | EW                  | 40           |
| 33        | FS                  | 70           |
| 34        | FM                  | 70           |
| 35        | GM                  | 60           |
| 36        | IY                  | 60           |
| 37        | IN                  | 80           |
| 38        | KG                  | 80           |
| 39        | KP                  | 60           |
| 40        | KH                  | 60           |
| 41        | LH                  | 60           |

|    |              |             |
|----|--------------|-------------|
| 42 | MM           | 80          |
| 43 | MA           | 70          |
| 44 | MD           | 60          |
| 45 | NI           | 70          |
| 46 | NW           | 60          |
| 47 | NJ           | 70          |
| 48 | RH           | 70          |
| 49 | SL           | 70          |
| 50 | SN           | 60          |
| 51 | SW           | 60          |
| 52 | SH           | 70          |
| 53 | SA           | 60          |
| 54 | SA           | 60          |
| 55 | ST           | 70          |
| 56 | TR           | 80          |
| 57 | AH           | 80          |
| 58 | AK           | 60          |
| 59 | AS           | 80          |
| 60 | AY           | 60          |
| 61 | AM           | 60          |
| 62 | AZ           | 80          |
| 63 | EM           | 100         |
| 64 | EM           | 60          |
| 65 | IF           | 30          |
| 66 | JA           | 30          |
| 67 | KM           | 30          |
| 68 | KM           | 30          |
| 69 | MS           | 60          |
| 70 | MB           | 30          |
| 71 | MB           | 60          |
| 72 | NS           | 30          |
| 73 | NA           | 30          |
| 74 | NS           | 60          |
| 75 | NS           | 60          |
| 76 | NH           | 70          |
| 77 | RJ           | 70          |
| 78 | RS           | 60          |
| 79 | RJ           | 60          |
| 80 | RB           | 30          |
| 81 | SP           | 70          |
| 82 | SH           | 70          |
| 83 | SN           | 80          |
| 84 | ST           | 30          |
| 85 | UH           | 60          |
| 86 | ZH           | 60          |
|    | <b>TOTAL</b> | <b>5520</b> |

**APPENDIX 7**

## KEY ANSWER OF SECOND TEST

- 1) D. Middle finger
- 2) B. Jempol
- 3) A. Ring finger
- 4) A. Toes
- 5) D. Fore finger
- 6) A. Jari kecil/ jari manis
- 7) C. Palm
- 8) A. Hand
- 9) C. Foot
- 10) D. Hand

## APPENDIX 8

### KEY ANSWER OF SECOND TEST

- 1) D. Middle finger
- 2) B. Jempol
- 3) A. Ring finger
- 4) A. Toes
- 5) D. Fore finger
- 6) A. Jari kecil/ jari manis
- 7) C. Palm
- 8) A. Hand
- 9) C. Foot
- 10) D. Hand

**DAFTAR RANCANGAN ANGGARAN BIAYA PENELITIAN MANDIRI TAHUN 2019**  
**KLUSTER PENELITIAN PENGEMBANGAN PROGRAM STUDI**

PENELITI : Eka Sustri Harida, M. Pd.

Judul : The Influence of Word Formation Mastery to Students' Ability in Identifying Discussion Paragraph at Sixth Semester of English Education Study Program IAIN Padangsidempuan

| NO       | URAIAN KEGIATAN                                          | Vol | Frek | Sat. | Harga (Rp) | Jumlah    |
|----------|----------------------------------------------------------|-----|------|------|------------|-----------|
| <b>A</b> | <b>PRA-KEGIATAN</b>                                      |     |      |      |            |           |
| <b>1</b> | <b><i>Pengadaan ATK Selama Penelitian</i></b>            |     |      |      |            |           |
|          | Kertas A4 Mirage 80 gram                                 | 1   | 3    | Rim  | 40.000     | 120.000   |
|          | Tinta Hitam Printer                                      | 1   | 1    | Btl  | 40.000     | 40.000    |
|          | Tinta Warna Printer                                      | 1   | 1    | Btl  | 45.000     | 45.000    |
|          | Catrigt Canon Black                                      | 1   | 1    | Bh   | 255.000    | 255.000   |
|          | Catrigt Canon Color                                      | 1   | 1    | Bh   | 275.000    | 275.000   |
|          | Buku Agenda                                              | 2   | 1    | Bh   | 40.000     | 80.000    |
|          | Stapler                                                  | 1   | 1    | Bh   | 25.000     | 25.000    |
|          | Anak Stapler                                             | 1   | 1    | Ktk  | 10.000     | 10.000    |
|          | Stabilo                                                  | 2   | 1    | Bh   | 5.000      | 10.000    |
|          | Map Plastik                                              | 3   | 1    | Bh   | 10.000     | 30.000    |
|          | Materai 6000                                             | 10  | 1    | Eks  | 7.000      | 70.000    |
|          | CD-RW                                                    | 4   | 1    | Bh   | 10.000     | 40.000    |
|          |                                                          |     |      |      |            | 1.000.000 |
|          | <b>PELAKSANAAN PENELITIAN</b>                            |     |      |      |            |           |
| <b>2</b> | <b><i>A. Pengumpulan Data Penelitian ke Lapangan</i></b> |     |      |      |            |           |
|          | Uang Harian dan Transportasi Survey Lokasi               | 3   | 2    | OK   | 370.000    | 2.220.000 |
|          | Memperbanyak Instrument Penelitian                       | 25  | 8    | Eks  | 2.500      | 500.000   |
|          | Review Proposal                                          | 1   | 1    | OK   | 400.000    | 400.000   |
|          | Uang Harian dan Transportasi Pengumpulan Data            | 3   | 4    | OK   | 350.000    | 4.200.000 |
|          | Review Laporan Antara dan Hasil                          | 1   | 1    | OK   | 600.000    | 600.000   |
|          |                                                          |     |      |      |            |           |
|          | <b><i>B. Analysis Data dan Penyusunan Laporan</i></b>    |     |      |      |            |           |
|          | Penggandaan Laporan Mini/Excetive Summary                | 2   | 1    | Eks  | 30.000     | 60.000    |
|          | Penggandaan dan Penjilidan Laporan Keuangan              | 4   | 1    | Eks  | 75.000     | 300.000   |
|          | Penjilidan Laporan                                       | 8   | 2    | Eks  | 70.000     | 1.120.000 |
|          |                                                          |     |      |      |            | 9.400.000 |
|          | <b>PASCA PENELITIAN</b>                                  |     |      |      |            |           |
|          | <b><i>Publikasi Artikel Jurnal</i></b>                   |     |      |      |            |           |
| <b>3</b> | Pengurusan Jurnal Terakrditasi                           | 1   | 1    | Ar   | 300.000    | 300.000   |
|          | Pengurusan HAKI                                          | 1   | 1    | Ar   | 300.000    | 300.000   |

|  |                     |  |  |  |  |         |                   |
|--|---------------------|--|--|--|--|---------|-------------------|
|  |                     |  |  |  |  | 600.000 |                   |
|  | <b>JUMLAH TOTAL</b> |  |  |  |  |         | <b>11.000.000</b> |

Keg: kegiatan

OK: Orang per Kegiatan

OJP: Orang per Jam Pelajaran

OH: Orang per Hari

OJ: Orang per Jam

OR: Orang per Responden

Eks: Eksamplar

Padangsidempuan, Juni 2019

Peneliti,

**Eka Sustri Harida, M. Pd.**

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