

**THE STUDENTS' ABILITY IN MORPHOLOGICAL MASTERY**  
**(A CASE STUDY OF SIXTH SEMESTER IAIN PADANGSIDIMPUAN)**

By  
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**ABSTRAK**

Seyogyanya, mahasiswa/i IAIN Padangsidimpuan pada semester 6 mampu menguasai *Morphology* yang merupakan ilmu yang mempelajari seluk-beluk bentuk kata serta fungsi perubahan-perubahan bentuk kata itu sendiri, baik fungsi gramatikalnya maupun fungsi semantiknya. Maka dari itu, Peneliti mencoba mencari tahu sejauh mana kemampuan mahasiswa/i IAIN Padangsidimpuan pada semester 6 memahami secara detail tentang morfologi ini. Hasilnya, Ztest yang Peneliti analisis ditolak, yaitu  $Z_{count} = -1,06 < Z_{table} = 1,69$ . Peneliti dapat menyimpulkan bahwa kemampuan rata-rata mahasiswa/i TBI 1-3 dalam menguasai morfology dikategorikan *Cukup*.

Kata Kunci: *Kemampuan Mahasiswa/i* dan *PenguasaanMorfology*

**A. INTRODUCTION**

Talking about morphological mastery means a conscious awareness or understanding of or the ability to use the smallest units of meaning in a language, may be important in learning to read English. This is due in part to the fact that although the English writing system is alphabetic, it is also morphological. The fact that the English language is comprised of phonemes as well as morphemes could potentially explain why phonological awareness is a good, but not infallible, predictor of reading skill. Within the domain of linguistics, the word morphology refers to the structure of words in terms of morphemes, or minimal meaningful elements, i.e., prefixes, roots, and suffixes. The meaning of a word is derived from the combined meanings of the morphemes of that particular word.

Then, morphological mastery also can, for example, allow students encountering an unfamiliar word such as *unhelpful* to infer the word's meaning based on potentially familiar components: the prefix *un-*, the stem *help*, and the suffix, *-ful*. Research has established morphological mastery as a predictor of reading ability, both word reading and reading comprehension.

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Further, morphology is one of branches in linguistics which concerned with the structure of word. It focused on the process of building new words, namely affixation. Affixation is defined as any morphemes that were appended to the root. These morphemes need to join with other morphemes which had to attach to a root morpheme. Affixes were a morpheme which only occurs when attached to some other morpheme or morpheme such as the root or stem or base. According to Matthews, there are six kinds of morphological process, namely affixation, prefixation, suffixation, circumfixation, infixation, and modification.<sup>2</sup> Then, the researcher focuses on the affixation in this study. The researcher also finds many affixation in the film that the researcher watched. Based on those reasons, the researcher chooses English magazine as data source. The researcher hopes that the result of this analysis will be useful to enrich the readers' understanding of morphological topic study.

Therefore, the researcher conducted the descriptive research by qualitative approach and design which is finding out the level of skill or intelligence of sixth semester students in IAIN Padangsidempuan in the theory or science of word, its modification and the meaning including the system of categories and rules involved in word formation and interpretation makes up a language which entitled "**The Students' Ability in Morphological Mastery (A Case Study of Sixth Semester IAIN Padangsidempuan)**".

## **B. DISCUSSION**

### **1. Students' Ability**

Students' ability comes from two words; students and ability. Students are the people who study in order to enter a particular profession or the people who seek knowledge from teachers or book in the school. In Oxford dictionaries, students is person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject.<sup>3</sup> More, A. S. Hornby states that ability is able to do or a

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<sup>2</sup>P. H. Matthews, *Morphology Second Edition*, (New York: Cambridge University Press), p. 125.

<sup>3</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 1344.

level of skill or intelligence.<sup>4</sup> Furthermore, the ability means the qualify or capacity of being able to do something well. Ability is capacity or power to do something physical and mental.<sup>5</sup> The word “ability” has three meanings:

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potential ability and can be measured by unstraight, the individual’s capacity.
- c. Aptitude is qualify and can be expressed by especially training.<sup>6</sup>

## **2. Morphological Mastery**

Morphological Mastery comes from two words; morphology and mastery. Morphology is the branch of linguistics studying the structure of word. Nida sees morphology as the study of morphemes and their arrangements in the formation of words. Thus, the process where new words are formed by attaching morphemes to new words is referred to as affixation. Such morphemes could be added at the initial position (prefix) or final position (suffix) of the words; still, some morphemes could be added in the middle (infix) but this process is not common in both English and Yoruba. Thus, prefixes, suffixes and infixes constitute affixation in any language; however, the three processes may not occur at once in a particular language.<sup>7</sup> So, morphology is one of study about morphemes and their arrangements in the formation of word.

Moreover, morphology is the study of minimal meaningful elements of sounds and the patterns by which they are combined to make words. English words are made from morphemes, which are the smallest units of speech with any meaning or grammatical function. An affixes is a bound morpheme which is added to a stem for a grammatical reason and else change it into a different word class. A free morpheme (sometimes called a “stem” or “base”) is one which can meaningfully occur alone. e.g. book,

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<sup>4</sup>*Ibid.*, p. 2.

<sup>5</sup>Victoria Neufelat and David B.Guralmic, *Webstern New World Collage Dictionary*, (USA: Mac Milan, 1995), p. 2.

<sup>6</sup>H. Douglas Brown, *Teaching by principles and Interactive Approach To Language Pedagogy*, (New Jersey: Engle Wood Cliffs, 2001), p. 236-238.

<sup>7</sup>Adebola Adebileje Omolara, A Comparative Description of Affixation Processes in English and Yoruba for ESL Pedagogy, *Theory and Practice in Language Studies*, Vol. 3, No. 10, pp. 1756-1763, October 2013. Accessed on September 21st, 2018, 05.33 p.m. <http://www.academypublication.com/issues/past/tpls/vol03/10/05.pdf>.

pencil, elephant, love, happy, etc.<sup>8</sup> So, morphology is the study about minimal elements of sounds and the pattern by which they are to combined to make words.

Then, morphology is the study of the internal structure of words, and of the rules by which words are formed. Morphology is the branch of knowledge concerning (word) forms. Furthermore, morphology is the study of morphemes and their different forms (allomorphs), and the way they combine in word formation. For example, the English word *unfriendly* is formed from *friend*, the adjective-forming suffix *-ly* and the negative prefix *un-*.<sup>9</sup>

**a. Suffix**

Suffix is used either to form new words or show the function of a word. So, suffixation refers to placing of a bound morpheme (suffix) at the end of a word. There are some definition about suffix from experts. Richard says that suffix is a letter or sound or group of letters or sounds which are added to the end of a word, and which change the meaning of function of the word.<sup>10</sup> There are two types of suffixes:

- 1) Inflection morpheme: A general grammatical process which combines words and affixes to produce alternative grammatical forms of words.<sup>11</sup> For example:

**Table 1**  
**The Inflectional Suffixes of English**

Steam	Suffix	Function	Example
Wait	~s	3 <sup>rd</sup> per.sg. present	Waits
Wait	~ed	Past tense	Waited
Wait	~ing	Progressive	Waiting
Eat	~en	Past participle	Eaten
Chair	~s	Plural	Chairs
Students	~'s	Possessive	Student's

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<sup>8</sup>Herman, M.Pd., *Suffixes Found In Narrative Writing At Grade Eight of SMP Methodist Pematangsiantar*. IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 20, Issue 4, Ver. IV (Apr. 2015).

<sup>9</sup>Jack C. Richards, *Longman Dictionary of Language Teaching & Applied Linguistics*, (UK: Longman, 2002), p. 342.

<sup>10</sup>*Ibid.*, p. 528.

<sup>11</sup>Peter Matthews, *The Consist Oxford Dictionary of Linguistic*, (USA. 1993), p. 93.

Fast	~er	Comparative	Faster
Fast	~est	Superlative	Fastest

So, inflectional morpheme represent relationship between different part of a sentence. It is suffix that's added to a word to assign a particular grammatical property to that word. It serve as grammatical markers that indicate tense, number, possession or comparison.

- 2) Derivational morpheme: Morphemes which derive or create new words by either changing the meaning or the part of speech or both.<sup>12</sup> While, Victoria and friends write in their book *An Introduction To Language* that derivational morpheme is added to a base, a new word with a new meaning.<sup>13</sup>

Additionally Howard states that derivational morpheme is a lexical process which actually forms a new words out of an exiting one by the addition of a derivational affixes.<sup>14</sup> For example:

- a) Kind + ~ness → kindness as noun
- b) Know + ~ledge → knowledge as noun
- c) Shame + ~ful → shameful as adjective

So, derivational affixes divided to two class. They are:

- a) The addition of a suffix triggers subtle changes in pronunciation. For example, affixation ~ity to specific (pronounced "specific" with a "k" sound), it tobe "specificity" (pronounced "specifity" with an "s" sound).
- b) Affixes from the first class can not be atteched to base containing an affiix from the second class. For example "moral" + ~iz(e) +

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<sup>12</sup>Nirmala Sari, *AnIntroduction to Linguistics*, (Jakarta: Departemen Pendidikan dan Kebudayaan. 1998), p. 82.

<sup>13</sup>Victoria Frokm and friends, *An Introduction to Language*, ( New York: Longman, 2000), p. 88.

<sup>14</sup>Howard Jackson and Etiene Ze' Amvela, *World Meaning, and Vocabulary An Introduction to Modern Lexicology*, (New York: Cassel, 2000), p. 70.

~er, “need” + ~less + ~ness.<sup>15</sup> In distinguishing inflectional from derivational morphemes can be summarized as follows:

**Table 2**  
**The Distinguish Inflectional and Derivational Morphemes**

<b>Inflectional</b>	<b>Derivational</b>
Grammatical function	Lexical function
No word class change	May cause word class change
Small or no meaning change	Some meaning change
Often required by rules of grammar	Never required by rules of grammar
Follow derivational morphemes in a word	Precede inflectional morphemes in a word
Productive	Some productive, many non productive

Victoria also divides suffix into several types, they are:

1) Nominal Suffixes

Plag states that nominal suffixes are often employed to derive abstract nouns from verbs, adjectives and nouns. Such abstract nouns can denote actions, or other related concepts, but also properties, qualities and the like.<sup>16</sup> The following are the examples of meaning suffixes.

**Table 3**  
**The List of Example Meaning Suffix**

<b>Suffix</b>	<b>Meaning</b>	<b>Example</b>
-ess	One who acts (feminine)	Laundress
-ine	One who acts (feminine)	Heroine
-or	One who acts	Actor
-er	One who acts	Teacher
-es	More than one	Babies
-s	More than one	Pens
-age	State of, act of	Marriage
-al	State of, act of	Arrival
-ing	State of, act of	Flying
-ance	State of, act of	Performance
-ence	State of, act of	Independence
-ant	State of, act of	Applicant
-ee	State of, act of	Employee

<sup>15</sup>Victoria Frokm & friends, *An Introduction to Language*, (New York: Longman, 2000), p. 89-90.

<sup>16</sup>*Ibid.*, p. 89-90.

-ment	State or quality, act of	Agreement
-ion	State or quality, act of	Education
-ist	One who acts	Novelist
-ness	State or condition	Happiness
-ship	State or art	Relationship
-an	Belonging to, pertaining to	Musician
-ent	One who acts	Agent
-ar	One who acts	Bursar
-ard	One who does something discreditable	Drunkard
-ier	One who acts	Cashier
-ette	One who acts (feminine)	Farmerette
-mony	Abstract condition	Testimony
-ory	Of, pertaining to, place of, that which pertains to	Dormitory
-ster	One who acts	Teamster
-ure	Act or process, result of	Picture
-eer	One who acts	Auctioneer
-try	Art or profession of	Ministry

2) Verbal suffixes

There are four suffixes which derive verbs from other categories (mostly adjectives and nouns), *-ate*, *-en*, *-ify*, and *-ize*. The examples of them are: *-ate* (dominate, irriate), *-en* (harden, lengthen), *-ify* (identify, magnify), *-ize* (feminize, Americanize).

3) Adjectival suffixes

Adjectival suffixes are the suffixes that can form adjective meaning. The word that can change into adjective is noun and verb. Suffixes form adjectival meaning from verb is *-able*, *-ive*.

**Table 4**  
**The List of Origin Example Meaning Suffixes**

Suffix	Meaning	Example	Origin
-able, -ible, -ble	Implying capacity of fitness	Unmentionable	Latin
-ard	One who does something discreditable	Drunkard	Old English
-ize (-ise)	To make into; to practice	Sympathize	Greek
-lent, -ulent	Abounding in; having in a marked degree	Violent	Latin

-less	Without; beyond the range of	Careless	Old English
-ity, -ty	State, condition, degree	Sanity	Latin

This is the examples of these suffixes in a word. From verb into adjectival meaning, *-able*, (avoidable, readable), *-ive* (offensive, productive). Example of a word which has adjectival meaning from noun by adding suffixes; *-al* (informal, criminal), *-ed* (bearded), *-ful* (grateful, helpful), *-ic(al)* (heroic, economical), *-ing* (surprising, boring), *-ish*(foolish, childish), *-less* (hopeless, priceless), *-ly* (manly, daily), *-y* (noisy, dirty), *-ous* (ambitious, nervous).

#### 4) Adverbial Suffixes

There are three suffixes which form adverb meaning. That is the examples of them, *-ly* (slowly, aggressively), *-wise* (clockwise).

#### b. Prefix

Prefix is one of part of affixation which put at the beginning of the word. For more explanation, prefix is a letter or sound or group of letters or sounds which are added to the beginning of a word, and which change the meaning or function of the word.<sup>17</sup> So, prefix is affixation which put at the beginning of word.

For addition, prefix is a term used in morphology referring to an affix which is added initially to a root or stem. Prefixes are added to the beginning of a word in order to create a new word with different meaning. Prefix is affixes which attach to the beginning of roots.<sup>18</sup> So, Prefixes play an important role in word-formation, but they do not generally change the word-class of the base and just modify its meaning.

### C. METHODOLOGY

The location of the research has been conducted at IAIN Padangsidimpuan. The kind of this research is quantitative research by using

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<sup>17</sup>Jack C. Richards, *Longman Dictionary of Language Teaching & Applied Linguistics*,(UK: Longman, 2002), p. 413.

<sup>18</sup>Brinton, Laurel J.,*The Structure of Modern English: A Linguistic Introduction*, (London: John Benjamins Publishing Company, 2000), p. 77.

descriptive method. L. R. Gay said that quantitative descriptive method is a method which describes condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices or interest some groups of people.<sup>19</sup>

The population of this research consist of 3 classes with 89 students of IAIN Padangsidimpuan. The researcher uses simple random sampling technique to select the respondent from the population. This research makes test as the instrument to collect data. The researcher makes test as the instrument to collect the data of students' ability in morphological mastery. The aim of this research is to examine the students' ability in morphological mastery of sixth semester IAIN Padangsidimpuan. The data analyzed by using Z-Test.

#### **D. Result of the Research**

##### **1. Description of the Data**

In this chapter, the researcher discussed the result of this research about the students' ability in Morphology IAIN Padangsidimpuan. The researcher used the formula of uji z to analysis the data of students' morphology. The researcher data described as follow:

**Table 5**  
**The Students' Total Scores in Morphology**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Local</b>
1	Pangondian	60,3	TBI 3
2	Ayu Gayatri	72,4	TBI 3
3	Yuliana Daulay	79	TBI 3
4	Nira Juniati	88,3	TBI 3
5	Nahdatul Alawiyah	75,6	TBI 3
6	Mayadah Nasution	76,9	TBI 3
7	Miss Adleena Umasatae	75,4	TBI 3
8	Miss Amanee Weahayee	76,4	TBI 3
9	Sakti Hasibuan	75,4	TBI 3
10	Wilda Sari	81,7	TBI 3
11	Melli Aprianti	78,5	TBI 3
12	Sri Mahyuni Dalimunthe	75,5	TBI 3
13	Melisa Nurhamida	83,7	TBI 3

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<sup>19</sup>L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (USA: New Jeney, 2000), p. 275.

14	Siska Marlinda Siregar	84,7	TBI 3
15	Mawaddah Tunnur Hsb	58,1	TBI 3
16	Risanur	66,1	TBI 3
17	Gina Lestari Harahap	90,3	TBI 3
18	Nur Adilah Lubis	82,9	TBI 3
19	Aisah Daulay	87,2	TBI 3
20	Murni	88,8	TBI 2
21	Fitri Yamaratussholihah	83,2	TBI 2
22	Nurkholila Simatupang	70,2	TBI 2
23	Khairul Mahlil Siregar	70	TBI 2
24	Zamila Fitriani Siregar	82,3	TBI 2
25	Syahroito Harahap	85,2	TBI 2
26	Meliani Batubara	78,4	TBI 2
27	Miss Sumaiyah Saman	80	TBI 2
28	Fuja Anggun Siregar	85,9	TBI 2
29	Nur Saida Hasibuan	80,7	TBI 2
30	Siti Asmaya Saldiah Hrp	78,1	TBI 2
31	Tuti Alawiyah Tanjung	78,3	TBI 2
32	Safinah Hasibuan	86,9	TBI 2
33	Erni Yusnidar Nasution	78,7	TBI 2
34	Ratih Indah Sari	70,8	TBI 2
35	Lenni Lubis	81,65	TBI 2
36	Bambang Gunawan	70,9	TBI 2
37	Elida Hafni Silitonga	75,5	TBI 2
38	Risna Ariani Siregar	66,6	TBI 2
39	Salma Rahmatul Asra Lubis	70,8	TBI 2
40	Riska Novita Dewi	86,5	TBI 1
41	Wardah Mutiah Nasution	90,6	TBI 1
42	Wulan Sari Panggabean	90,6	TBI 1
43	Tukma Annisa Siagian	79,9	TBI 1
44	Yumna Hadaya Nasution	83,7	TBI 1
45	Riski Angreini	83	TBI 1
46	Amilin	88,6	TBI 1
47	Dian Sartika Simanjuntak	91,7	TBI 1
48	Widyandra Pane	86	TBI 1
49	Rska Muliani Hutagalung	88,9	TBI 1
50	Nur Hidayanti Siregar	85,7	TBI 1
51	Tia Destiana	83,8	TBI 1
52	Zubaidah Nasution	58	TBI 1
53	Putri Diansyah Siregar	84,3	TBI 1
54	Ahmad Ayyub	91,5	TBI 1
55	Nur Khofifah Rizky Ridwan	73,2	TBI 1
56	Melidawani Siregar	86,8	TBI 1

57	Winda Siska Perwana Hrp	90,6	TBI 1
58	Wardani Caniago	87	TBI 1
59	Rahmayani Ritonga	89,3	TBI 1
60	Imam Tarmizi Situmeang	91,6	TBI 1
<b>Total</b>		<b>4822,65</b>	

Based on the table above, the total scores of students of IAIN Padangsidempuan in morphology is 4822,65. It can also be seen that there were many students who got 91,7 as the highest score and there were many students who got 58 as the lowest score. Thus, to know the quality score of each of the students' morphology can be as follows:

**Table 6**  
**The Students' Total Scores in Morphology**

No	Name	Score	Local
1	Pangondian	60,3	TBI 3
2	Ayu Gayatri	72,4	TBI 3
3	Yuliana Daulay	79	TBI 3
4	Nira Juniati	88,3	TBI 3
5	Nahdatul Alawiyah	75,6	TBI 3
6	Mayadah Nasution	76,9	TBI 3
7	Miss Adleena Umasatae	75,4	TBI 3
8	Miss Amanee Weahayee	76,4	TBI 3
9	Sakti Hasibuan	75,4	TBI 3
10	Wilda Sari	81,7	TBI 3
11	Melli Aprianti	78,5	TBI 3
12	Sri Mahyuni Dalimunthe	75,5	TBI 3
13	Melisa Nurhamida	83,7	TBI 3
14	Siska Marlinda Siregar	84,7	TBI 3
15	Mawaddah Tunnur Hsb	58,1	TBI 3
16	Risanur	66,1	TBI 3
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23	Khairul Mahlil Siregar	70	TBI 2
24	Zamila Fitriani Siregar	82,3	TBI 2
25	Syahroito Harahap	85,2	TBI 2
26	Meliani Batubara	78,4	TBI 2
27	Miss Sumaiyah Saman	80	TBI 2

28	Fuja Anggun Siregar	85,9	TBI 2
29	Nur Saida Hasibuan	80,7	TBI 2
30	Siti Asmaya Saldiah Hrp	78,1	TBI 2
31	Tuti Alawiyah Tanjung	78,3	TBI 2
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39	Salma Rahmatul Asra Lubis	70,8	TBI 2
40	Riska Novita Dewi	86,5	TBI 1
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44	Yumna Hadaya Nasution	83,7	TBI 1
45	Riski Angreini	83	TBI 1
46	Amilin	88,6	TBI 1
47	Dian Sartika Simanjuntak	91,7	TBI 1
48	Widyandra Pane	86	TBI 1
49	Rska Muliani Hutagalung	88,9	TBI 1
50	Nur Hidayanti Siregar	85,7	TBI 1
51	Tia Destiana	83,8	TBI 1
52	Zubaidah Nasution	58	TBI 1
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56	Melidawani Siregar	86,8	TBI 1
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58	Wardani Caniago	87	TBI 1
59	Rahmayani Ritonga	89,3	TBI 1
60	Imam Tarmizi Situmeang	91,6	TBI 1
<b>Total</b>		<b>4822,65</b>	

Based on the table above, it is clearly that the quality score the students' score in morphology is differently. Whereas, there were many students have low, enough, high, and very high ability. It means that the ability at students IAIN Padangsidimpuan in 2017-2018 academic years in morphology is variously. The test score become the

data that were needed for testing hypothesis is the data are tabulated as follow:

**Table 7  
The Resume of Variable Score in Morphology**

No	Statistic	Variable
1.	High score	91,7
2.	Low score	58
3.	Mean score	80,37
4.	Median	82,00
5.	Variance	69,97
6.	Standart deviation	8,36

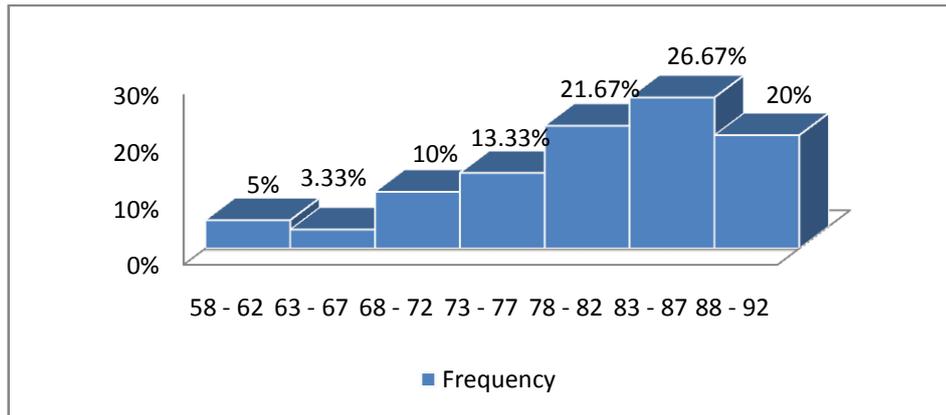
From the above table, it was known that the high score for variable of morphology had been searched from 60 students, and based on the total of sample research the high score is 91,7 and low score is 58, mean score is 80,37, median 82,00, variance score is 69,97 and standart deviation score is 8,36 (see appendix).

Based on the calculation means score was 80,37 .So application in morphology was low, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in morphology which interval 5.

**Table 8  
The Frequency Distribution in Mastering Using Conjunction**

No	Interval Class	Frequency Absolute	Mid Point	Persen
1.	88 – 92	12	90	20 %
2.	83 – 87	16	85	26,67 %
3.	78 – 82	13	80	21,67%
4.	73 – 77	8	75	13,33 %
5.	68 – 72	6	70	10%
6.	63- 67	2	65	3,33 %
7.	58 – 62	3	60	5%
	<b>i = 5</b>	<b>N = 60</b>		<b>100 %</b>

Based on the above table, it can be drawn at histogram as below:



Picture 1: The histogram in morphology at Students IAIN Padangsidimpuan

Based on the above table, it was known that the variable revelation in Morphology is shown that the respondent at 58 – 62 were 3 students (5%), interval 63 – 67 were 2 students (3,33%), interval 68 – 72 were 6 students (10 %), interval 73 – 77 were 8 students (13,33%), interval 78n- 82 were 13 students (21,67%), interval 83 – 87 were 16 students (26,67%) and interval 88 – 92 were 12 students (20%). So, the meaning of interval in this research is showing the count of sample who got score in percentage.

## E. Analysis of the Data

### 1. The Requirement Test

**Table 9  
Normality of Data**

	Normality Test	
	$t_{count}$	$t_{table}$
Score	12,19	12.59

Based on the table above, the score of data  $X = x^2_{count} < x^2_{table}$  (12,19 < 12.59) with  $n = 60$  and real level  $\alpha 0.05$ . It means that score were distributed normal. It can be seen in appendix.

### 2. Hypothesis Testing

The hypothesis of research are “Students’ mastery in morphology at IAIN Padangsidimpuan” based on the collected data, the data has been

analyzed to prove hypothesis by using formula of Z-test. It can be seen as in

Calculation  $Z_{\text{count}}$  below:

$$Z = \frac{\frac{x}{n} - P}{\sqrt{\frac{P(1-P)}{n}}} \rightarrow Z = \frac{\frac{12}{60} - 0,26}{\sqrt{\frac{0,26(1-0,26)}{60}}} \rightarrow Z = \frac{\frac{12}{60} - 0,26}{\sqrt{\frac{0,26(1-0,26)}{60}}}$$

$$Z = \frac{0,2 - 0,26}{\sqrt{\frac{0,26(0,74)}{60}}} \rightarrow Z = \frac{-0,06}{\sqrt{\frac{0,1924}{60}}} \rightarrow Z = \frac{-0,06}{\sqrt{0,003206}}$$

$$Z = \frac{-0,06}{0,056} \rightarrow Z = -1,06. \text{ Calculation } Z_{\text{table}} : Z(1/2 - \alpha) = Z_{\text{table}}$$

$\alpha = 0,05$

$$1/2 - 0,05 = 0,45 = 1,69$$

$$Z_{\text{count}} = -1,06 < Z_{\text{table}} = 1,69.$$

Based on calculation it can be concluded that  $Z_{\text{count}} = -1,06$  was less than  $Z_{\text{table}} = 1,69$  ( $Z_{\text{count}} = -1,06 < Z_{\text{table}} = 1,69$ ) by level 0,05. So, from the result above, the researcher concluded that the hypothesis was rejected by using Z-test. Because  $Z_{\text{count}} = -1,06 < Z_{\text{table}} = 1,69$ . The meaning in the level 5 % The Students' Mastery in Morphology at IAIN Padangsidimpuan have Enough Ability.

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