CHAPTER IV

RESULT OF THE STUDY

This chapter discusses about the result of the study. It explains about the students' derivational processes in essay test scores, the distribution students' derivational processes in essay test scores, the distribution of frequency and percentage score of students' derivational processes in essay and the problems face by the students' on academic years 2011/2012 at STAIN Palangka Raya.

A. Data Findings

1. Description of the Data Students Derivational Processes in Essay Faced by TBI Program Students at STAIN of Palangka Raya.

a. The Students' Derivational Processes in Essay Test Scores

After the derivational affixes (prefix and/or suffix) in essay answer were collected, it gave the scores to the students' answer. The table below shows the derivational processes in essay test scores.

Table 4.1

The Students' Derivational Processes in Essay Test Scores

NO	SRN	Score (X)	NO	SRN	Score (X)
1	1101120636	30.3	41	1101120683	57.58
2	1101120637	42.42	42	1101120684	53.03
3	1101120638	66.67	43	1101120685	62.12
4	1101120639	63.64	44	1101120686	48.48
5	1101120640	77.27	45	1101120688	66.67
6	1101120641	48.48	46	1101120689	66.67
7	1101120642	60.61	47	1101120690	57.58
8	1101120643	65.15	48	1101120691	48.48
9	1101120644	40.91	49	1101120692	62.12
10	1101120645	66.67	50	1101120693	53.03

11	1101120646	50	51	1101120695	56.06
12	1101120647	40.91	52	1101120696	59.09
13	1101120648	53.03	53	1101120697	54.55
14	1101120649	50	54	1101120699	48.48
15	1101120653	60.61	55	1101120700	56.06
16	1101120654	62.12	56	1101120704	60.61
17	1101120657	65.15	57	1101120705	65.15
18	1101120658	77.27	58	1101120706	46.97
19	1101120659	63.64	59	1101120707	77.27
20	1101120660	39.39	60	1101120708	62.12
21	1101120661	48.48	61	1101120710	45.45
22	1101120662	43.49	62	1101120711	74.24
23	1101120663	48.48	63	1101120712	45.45
24	1101120665	48.48	64	1101120713	51.52
25	1101120666	62.12	65	1101120714	72.73
26	1101120667	50	66	1101120717	30.3
27	1101120668	60.61	67	1101120718	42.42
28	1101120669	66.67	68	1101120719	66.67
29	1101120670	45.45	69	1101120721	37.88
30	1101120671	60.61	70	1101120724	57.58
31	1101120672	56.06	71	1101120726	60.61
32	1101120673	65.15	72	1101120727	42.4
33	1101120674	62.12	73	1101120728	40.91
34	1101120675	43.94	74	1101120729	57.58
35	1101120676	46.97	75	1101120730	68.18
36	1101120678	54.55	76	1101120731	77.27
37	1101120679	62.12	77	1101120733	39.39
38	1101120680	65.15	78	1101120715	68.18
39	1101120681	66.67	79	1201120829	77.27
40	1101120682	53.03	80	1321120902	68.18
				Totals	**4520.72**

Based on the table above, it is known that the highest score was 77.27 and the lowest score was 30.3.The classification of the students' scores can be seen in the table below:

Table 4.2

The Distribution Students' Derivational Processes in Essay Test Scores

NO	Category	Frequency
1	Score 80-100	-
2	Score 70-<80	7
3	Score 60-<70	30
4	Score 50-<60	15
5	Score 0-<50	28
Total		**80**

Based on the standard of evaluation scale of English program of STAIN Palangka Raya, it was known that there were seventh students who got scored 70-<80, thirty students who got scored 60-<70, fifteen students who got scored 50-<60, and twenty eight students who got scored 0-<50.

After scoring process, it made several groups of the data in some level based on predicate of score then made percentage by using the formula:

$$P = \frac{f}{N} \text{ x } 100\%$$

Where:

P = percentage of data

F = frequency of answer

N = number of cases (Number of students)

So, the calculation of level scores especially for level score >80 as follow:

$$P = \frac{f}{N} \text{x} 100$$

$$= \frac{7}{80} \; x \; 100$$

$$= 8.75 \; \%$$

The result of the scores frequency of students' derivational processes in essay as follow:

Table 4.3

**The distribution of frequency and percentage score of students'
derivational processes in essay**

No	Interval Scale	Qualification	Interpretation	F	%
1	80-100	A	Very good	-	-
2	70-<80	B	Good	7	8.75%
3	60-<70	C	Enough	30	37.5%
4	50-<60	D	Poor	15	18.75%
5	0-<50	E	Very poor	28	35%
Total				**80**	**100%**

Based on the data above, it can explained there were 8.75% students who got scores 70-<80, 37.5% students who got scores 60-<70, 18.75% students who got scores 50-<60, and 35% students who got scores0-<50.

Figure 4.1

The frequency of students' derivational processes in essay test score
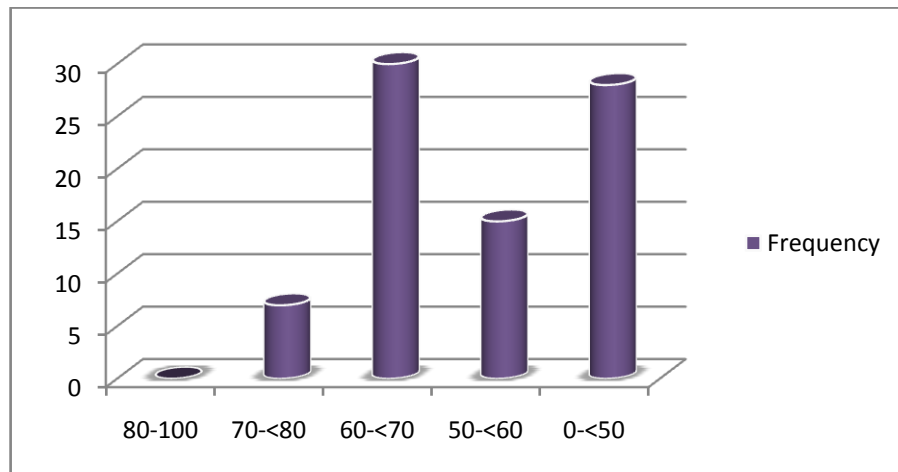
Based on the calculation of students' derivational processes in essay was known that there were seventh students got score in good criteria, thirty students got score in enough criteria, fifteen students got score in poor criteria, twenty eight students got score in very poor criteria.

b. The average of the students' derivational processes in essay

To find the average of the students' derivational processes in essay score, it used the formula as follow:

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

Where:

M = mean

X = the sum of scores

N = number of the students

It is known that:

M $\qquad$ = mean

ΣX $\qquad$ =4520.72

N $\qquad$ = 80

So, it can be counted as follow:

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

$$M = \frac{\Sigma 4520.72}{80}$$

$$= 56.509$$

As the calculation above, the average score the students' derivational processes in essay was 56.509based on the valuation scale used in STAIN

Palangka Raya, the average of the students' derivational processes in essay was in poor criteria (50-<60).

2. The Problems Face by The Students' on Academic Years 2011/2012 at STAIN Palangka Raya

Based on calculation above, there were seventh students got scored 70-<80, interpretation was good criteria, thirty students got scored 60-<70, interpretation enough criteria, fifteen students got scored 50-<60, interpretation poor criteria, and twenty eight students got scored 0-<50 in very poor criteria. The average score to the students' derivational processes in essay was 56.509 based on the valuation scale used in STAIN Palangka Raya, the average of the students' derivational processes in essay belongs to poor criteria (50-<60).

Based on the result of the test items, it showed that the students did not understand about derivational affixes (prefixes and suffixes) because they did not understand types and formation about prefixes and suffixes. According Fromkin et al., Different languages may express the same concept using words of different grammatical classes. So, the students have difficulty in learners English Language about the meaning of the prefixes and suffixes.

First problem, some prefixes and suffixes change the meaning of the word they are attached to in parallel with their own meaning. For example, the prefix *sub-* means *under*, and it changes the meaning of the word it is attached to in the same way like submarine and subtitle. However, the situation is not the same every time. The suffix *–less* means *without*, but in the word *priceless* the meaning

changes. It means *very valuable*. So, the learners may experience a kind of confusion.

Second, learners may have some problems about suffixes but not prefixes, because suffixes may change the part of speech of a word. For example, the words establish is a verb. When the noun forming suffix *–ment* is added to this word the verb changes into a noun as *establishment*. The change in the part of speech of the word may cause problems for some learners. The reason is that, they may have difficulty in classifying this noun forming, verb forming, adjective forming and adverb forming suffixes.

Another difficulty for learners of English Language in learning prefixes and suffixes is that which allomorph or form of the same prefix or suffix to use. For example, new learners of English may say *in* instead of *un*, or *inforgetible* instead of *unforgettable*. This is partially related with the spelling system of English; however, different forms of prefixes and suffixes should be accepted as the main reason of this confusion. To sum up, in comprehending prefixes and suffixes, learners may come by with some difficulties as a natural outcome of learning a foreign language.

Morphology is one study that learns about internal structure of word and of the rules by which words are formed. One word class can be constructing to be another word classes. For example noun word class can be derived from verb, such as word *perform*, *perform* is a verb, but when it add by suffix *-ance* to be *performance* it's a noun, *develop* is a verb, but when it add by suffix *–ment* to be *development* it's a noun. Another example noun can be derived from adjective,

such as word *pure*, *pure* is adjective, but when it add by suffix *–ity* to be *purity*, it's a noun. In English, we call it as a *morphological process*. In the morphological process, words can be derived to another word classes by adding affixes. There are some kinds of affix, such as prefix, and suffix. When added to the beginning of a word or morphemes they are called *prefixes*, and when added to the end of a word or morpheme they called *suffixes*.

In Indonesia, we do not know the phenomenon like that. So that when the students learn English, they often have difficulty to derive one word class to another word class.

Grammatical systems in language cover many aspects of language skills or components. For example, grammatical system becomes important aspect in writing. Good writing should to have correct grammar. Indeed, different words in English have different meaning; different auxiliary has different function also.

B. Discussion

The result of data analysis showed that there were seventh students got scored 70-<80, interpretation was good criteria, thirty students got scored 60-<70, interpretation enough criteria, fifteen students got scored 50-<60, interpretation poor criteria, and twenty eight students got scored 0-<50 in very poor criteria. the average score the students' derivational processes in essay was 56.509 based on the valuation scale used in STAIN Palangka Raya, the average of the students' derivational processes in essay was in poor criteria (50-<60).

Based on the result of the test items, it showed that the students were able to not understand about derivational affixes (prefixes and suffixes) because they

not understood types and formation about prefixes and suffixes. Their problems to answers the test the students difficult to adding the key word in essays with derivational affixes (prefix and suffix) because the students still difficult to classification the group of nominal suffixes, adjectival suffixes, verbal suffixes and adverbial suffixes.

Different languages may express the same concept using words of different grammatical classes. So, the students have difficulty in learners English Language about the meaning of the prefixes and suffixes. First problem, some prefixes and suffixes change the meaning of the word they are attached to in parallel with their own meaning. Second, learners may have some problems about suffixes but not prefixes, because suffixes may change the part of speech of a word. Another difficulty for learners of English Language in learning prefixes and suffixes is that which allomorph or form of the same prefix or suffix to use. This is partially related with the spelling system of English; however, different forms of prefixes and suffixes should be accepted as the main reason of this confusion. To sum up, in comprehending prefixes and suffixes, learners may come by with some difficulties as a natural outcome of learning a foreign language.

According Aronoff and Fudeman (chapter II, Pg. 19) Morphology is a distinct component of languages or grammars. Different languages vary strikingly in the extent to which they make use of morphology.

Morphology is one study that learns about internal structure of word and of the rules by which words are formed. One word class can be constructing to be another word classes. For example noun word class can be derived from verb,

such as word *perform*, *perform* is a verb, but when it add by suffix *-ance* to be *performance* it's a noun, *develop* is a verb, but when it add by suffix *–ment* to be *development* it's a noun. Another example noun can be derived from adjective, such as word *pure*, *pure* is adjective, but when it add by suffix *–ity* to be *purity*, it's a noun. In English, we call it as a *morphological process*.

In the morphological process, words can be derived to another word classes by adding affixes. According Ingo Plag, Derivational affixation (chapter II, Pg. 22-23) is the process of adding derivational morphemes to a word – is a major source of new words in English, can be divided within prefixes (such as, de-, re-, etc), suffixes (such as, -ize, -er, -ness, etc), and in fixation, especially for infixes most morphologies usually agree that English has no infixes. When added to the beginning of a word or morphemes they are called *prefixes*, and when added to the end of a word or morpheme they called *suffixes*.

In Indonesia, we do not know the phenomenon like that. So that when the students learn English, they often have difficulty to derive one word class to another word class.

Grammatical systems in language cover many aspects of language skills or components. For example, grammatical systems become important aspect in writing. Good writing should to have correct grammar. Indeed, different words in English have different meaning; different auxiliary has different function also.