

**INVESTIGATING EFL STUDENTS MORPHOLOGICAL  
KNOWLEDGE AT TBI IAIN CURUP**

**THESIS**

**This thesis is submitted to fulfill  
the requirement for “Sarjana” degree  
of English Study Program**



**BY :**

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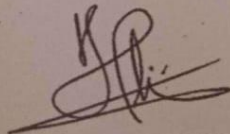
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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudara Wiwit Wido Nengsih IAIN Curup yang berjudul : **“Investigating EFL Students Morphological knowledge at TBI IAIN Curup”** Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri Curup (IAIN) Curup.

Demikian permohonan ini kami ajukan, terimakasih.

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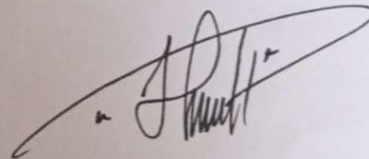


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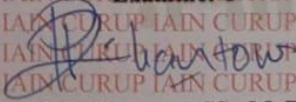
  
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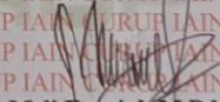
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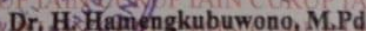
  
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## PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **“Investigating EFL Students Morphological Knowledge at TBI IAIN Curup”**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, Februari 2023

Writer



**Wiwit Wido Nengsih**

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*Assalamu'alaikum Warrahmatullah Wabarokatuh*

*Alhamdulillah* *rabbi'l'amin*, all of praises just for ALLAH SWT who has given His mercy and blessing to the researcher, so the researcher can finish this thesis. Peace and salutation always be given to Prophet Muhammad SAW, who has been a good example for every Muslim in this world.

The researcher finished this thesis entitled “**Investigating EFL Students Morphological Knowledge at TBI IAIN Curup**”. This thesis is obtainable in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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Finally, the writer believes that this thesis is still far from being perfect. So, the constructive, suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for readers especially for students` and lecturers in English Study Program.

*Wassalammualaikum Warrahmatullah Wabarakatuh*

Curup, Februari 2023

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## **MOTTO**

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا

**“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”**

**Believe me god has always given his best for his servant**

**Do your best at every opportunity that you have**



## **DEDICATION:**

- My Allah Swt.
- My wonderful and beloved family, the greatest man ever my father Haryanto. The most patient and beautiful woman ever, my mother Siti Komariah.
- My beloved brother who always be my partner in the midnight to talk a random topic Jajang Wanda Putra.
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- All of the people around me who gave me the golden precept that I could not be mentioned one by one

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## **ABSTRACT**

**Wiwit Wido Nengsih, (2023) : Investigating EFL Student's Morphological Knowledge at TBI IAIN Curup.**

Advisor : Hadi Suhermanto, M.Pd

Co- Advisor : Henny Septia Utami, M.Pd

This study aims to find out how the morphological knowledge of students at TBI IAIN Curup. This research is quantitative descriptive. There is one variable in this study. The independent variable (X) is the student morphological knowledge. That the data collection technique is a multiple choice test. Population of this study was 170 students and researchers using simple random sampling technique and the sample is 30 students. Technique of data analysis the researcher uses the average formula to find out how students' morphological knowledge. Data from morphological knowledge is taken from several multiple choice test. Based on data analysis, the researcher found that it could be concluded that there were students who got scores the average is low and they are still not fluent in detecting morphemes in sentences because their average score is 60-70, it is said that the morphological knowledge of TBI IAIN Curup students is sufficient.

***Keywords: Investigating, Morphological Knowledge***

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is a means of communication which is very importance for us to adapt to society. Language is used by human beings to interact with others to express feelings and thoughts. Language is a system that connects thoughts, which can not be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols which can. In this way, one person's private ideas may be communicated to another person.<sup>1</sup> And in studying language there is such linguistics. Linguistics is scientific study of human language that unique characteristic of our species, has been of interest throughout history.

A linguist is a scientist who investigates human language in all its facets, its structure, its use, its history, its place in society morphology of this science including part of linguistics are grammar and includes everything one knows about the structure of one's language – its lexicon (the words or vocabulary in the mental dictionary), its morphology (the structure of words), its syntax (the structure of phrases and sentences and the constraints on well-formedness of sentences), its semantics (the meaning of words and sentences) and its phonetics and phonology (the sounds and the sound system or patterns).<sup>2</sup> of the six aspects of language above, one of which is morphology.

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<sup>1</sup> Gerald P. Delahunty & James J. Garvey, *The English Language from Sound to Sense*, United States of America, 2010, P.5.

<sup>2</sup> Victoria A. Fromkin dkk, *Linguistics (An introduction to Linguistics Theory)*, blackwell publishers inc. malden Massachusetts United State America 2000 P.7.



Morphology is important too than the six aspects in English and As a branch of linguistics, morphology has a very important role. Mastery of the morphology extensive knowledge not only will enrich the formation and decomposition of word but also indirectly help the language skills to be better and more meaningfull to communicate both orally and in writing. Then morphology important for English language learnes because it breaks down language and creater pattrens of meaning for speakers.

Learning English is not simply about reading sentences and words,rather to truly know English, the speakers must be able to make meaning of the sounds within words. For example, once a speaker understand the morpheme of S or ing, they will be able to apply and comprehend that construct of language many different words. So, in this process we can call as morphological. Morphological are very important to be reached by students in learning English because learning something that requires proper analysis.<sup>3</sup>

In morphology there is an important part, there is lexical morphology. Lexical morphology is the approach to word structure that the writer shall explore here represents a covergence of several originally independent strands of research. The ordering of levels moreover defines the possible ordering of morphological processes in word-formation.

Regarding the importance of studying and understanding what is morphology in course morphology, i see a phenomenon in IAIN Curup the

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<sup>3</sup> Finny Anita, Et Al. , “Pengetahuan Morfology dalam Proses Pengenalan Kata Bahasa Inggris “. Jurnal Pendidikan Bahasa. Vol. 3 No. 1, Juni 2014, P.103-118.

morphology of the courses taught by morphology lecturers when i ask a few of them they have some problems like student A said *difficulty in the use appropite affixes and changes in the form of the word.*<sup>4</sup> The main function of an affix is to create a new word from an existing word. Words created from an affix (affix) can be a new word and have a new meaning. Affixes can be said to be easy and difficult. Considered easy because the way it works is simple, we just put an affix at the beginning, in the middle, or at the end of a word to form a new word.

Then student B said *have an difficulty on derivation part.*<sup>5</sup> Derivational morphology is concerned with forming new lexemes, that is, words that differ either in syntactic category (part of speech) or in meaning from their bases. Derivation is typically contrasted with inflection, which is the modification of words to fit into different grammatical contexts. Words formed by derivation are complex in the sense that they typically have a base or root that has been modified in some systematic way to form a new word. The most widespread of techniques for derivation is affixation, the addition of prefixes, suffixes, infixes.

From the above phenomenon the researcher also try to ask the lecture which is taught morphology class to ask about the method that the lecture use in the class, and the lecture said that he use component analysis of meaning methodology. Component analysis of meaning is a method that can done to

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<sup>4</sup> Student of English Study Program TBI IAIN Curup interview at, 29 january.2022

<sup>5</sup> Student of English Study Program TBI IAIN curup interview at, 29 january.2022

words with describe the constituent elements meaning so that it can be known the whole meaning of a lexeme.

Based on the pre observation that was done by the researcher, the researcher can conclude that the student has been taught morphology start from what morphology is about morpheme (free morpheme and bound morpheme), root, affix (prefix, suffix, and infix), derivation, inflection, compound, phrasal word, and word structure and the lecture used component analysis of meaning methodology in teaching morphology.

In the IAIN Curup english study program, regarding the existing phenomenon, the researcher wants to know want to know the extent of their knowledge and develop their knowledge. thus wants to bring this issue into research, where researchers want to examine **"Investigating EFL Students' Morphological Knowledge at TBI IAIN Curup"**.

## **B. Research Question**

From the background that has been explained above, there is one research question formulated in this research. The Research Question is :

1. How is students' morphological knowledge at TBI IAIN Curup.?

## **C. Objectives of the Research**

Based on the research question above, the objective of this research is to investigate :

1. To investigate students morphological knowledge at TBI IAIN Curup.

## **D. Significances of the Research**

Hopefully the result of this research will be able to contribute for :

1. Lecturer

This research is useful for lecturers, especially for morphology lecturers to develop their strategies, with the improvement of the strategies it is expected that the results of students 'morphological learning will be more effective, efficient and the students' core learning will be better.

2. For the students

a. Contribute to students how morphological they had to made them awareness to their morphological.

b. Making students intelligent in conveying ideas, discipline and responsibility to morphology course.

3. Future Researches

The results of this study may attract further research for those interested in conducting research in morphology.

### **E. Delimitation of the Research**

This study focuses on investigating EFL students' morphological knowledge, where the discussion of morphological knowledge includes: free morpheme, bound morpheme, inflectional morpheme, derivational morpheme, suffixes Therefore, any discussion outside this research will not be included.

### **F. Definition of Key Term**

Before discussing the idea of this study further, the researcher tries to define several key terms used in the discussion. The definitions of the key terms are expected to be useful to help understanding of the discussion :

1. Investigating is a systematic, minute, and thorough attempt to learn the facts about something complex or hidden. In this research, researchers want to investigate how students' morphological knowledge.
2. EFL students (English as a Foreign Language) is learning English in a non-English-speaking country. For example, students in the Philippines who are learning English are considered EFL students because English is not the official language of the country.
3. Morphological Knowledge is the part of morphology that studies the formation of morphemes and knowledge of morpheme formation.

### **G. Thesis Organization**

The systematic of this research is as follows: Chapter (I) is the introduction to the research, which tells about the background of the research, research questions, objectives of the research, significance of the research, delimitation of the research, and definition of key terms. Chapter (II) is literature review, which consists of the concept of literature and its relation to this research. Chapter (III) tells about the methodology of the research, which consists of the kind of research, population and sample, technique of collecting data, instrument of the research, validity, reliability, and technique of data analysis. Chapter (IV) is finding and discussion, which consists of the findings of the research and the results of the

research, and Chapter (V) is conclusion and suggestion tells about conclusion based on previous chapter and the suggestion from researcher.

## CHAPTER II

### LITERATURE REVIEW

#### A. Review of the Related Theory

##### 1. Morphology

In linguistics morphology refers to the mental system involved in words formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed.<sup>6</sup>Morphology is the subdiscipline of linguistics that deals with such patterns. Knowledge of a language includes knowledge of the systematicity in the relationship between the form and meaning of words. The words walk, walks, walked, and walking show a relationship in form and meaning of a systematic nature, since similar patterns occur for thousands of other verb of English.<sup>7</sup>In other words, morphology is the study about word formation rules, the elements of word and how they are formed.<sup>8</sup>In this study of the hierarchical and relational aspects of words and the operation on lexical items.

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<sup>6</sup> Geert Booij, *The Grammar of words An introduction to Morphology*. Oxford : Oxford University Press, 2007, P. 4

<sup>7</sup> C.K. Leong & M. E parkison, *Processing of English Morphological structure by poor readers*. In C. K. Leong, & R. M. joshi (Eds), *Developmental and acruied dyslexia*. The Netherlands: Kluwer Academic Publishers, 1995, P. 237.

<sup>8</sup> Spencer, *The Cambridge Guide To English Usage*, Cambridge : Cambridge University Press, 1998, P.10

According to Spencer, morphology is at the conceptual center of linguistics. This is not because it is the dominant subdiscipline, but because morphology is the study of word structure.<sup>9</sup> Adnan Latif said that morphology is a science that studies and analyzes how the structure, form and classification of words. Moreover, Gleason said that morphology is one of the two portions of the study of grammar, since grammar is divided into morphology and syntax to produce and understand sentences in languages and also to express in a native-like way.<sup>10</sup> This implies that morphology is indeed part of a speaker's grammatical knowledge.

Within the domain of linguistics, the word morphology refers to the structure of words in terms of morphemes, or 'minimal meaningful elements.'<sup>11</sup> Prefixes, roots, and suffixes. The meaning of a word is derived from the combined meanings of the morphemes of that particular word. For example, a certain level of morphological awareness is helpful in determining that the "er" in teacher denotes "one who teaches" and the "un" in unhappy indicates "not happy."

The same morpheme often has the same spelling even when it is pronounced differently in two words (sign/signature), and the same sound often has two or more different spellings when it represents different morphemes (there/their/they're). Such spellings only make sense when the

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<sup>9</sup> M Adnan Latif, *Introduction To Morphology And Syntax*. Modul 3 Surabaya, 1971, P.23

<sup>10</sup> H.A Gleason, *An Introduction To Descriptive Linguistics*, London: Holt, Rinehart And Winston, 1961, P.128



morphological structure of words and their morphological relations to other words are taken into account.

From explanation above, researcher concluded that morphology is a study about word formation rules in language include the internal structure of word and how they are formed.

## **2. Morphological Knowledge**

### **a. Morphological**

In linguistics there are a term about morphology, there are morphological knowledge and morphological awareness. morphological knowledge is part of the science of morphology which studies the formation of morphemes.<sup>12</sup>

#### **1. Morpheme**

Morpheme is a main discussion in morphology. It discusses about the types of morpheme, how to build a word from morpheme and the categories of morpheme which will be discussed in this study. There are many definitions of morpheme based on the linguists views. Morpheme is described as the littlest unit of a language which has full of meaning According to Katamba, Morpheme is the smallest unit of meaning in a language that has a grammatical function or the term

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<sup>12</sup> Andrew Castairs-McCarthy, *Current Morphology*. Roudledge,11 new fetter lanc, London, 1992, P.3-7

morpheme is used to refer to the smallest unit that is meaningful in a language or has a semantic function.<sup>13</sup>

Embick defined that morpheme is the notion that grammar includes representations of the facets of sound and meaning of language: that is, representations of sound and meaning in terms of characteristic. Another researcher declared about morpheme.<sup>14</sup>

- 1) A free morpheme is one that can stand on its own –that is, it’s an entire word. Examples the, cat, run, pretty, trapezoid. Free morphemes may appear with other bound morphemes attached to them; crucially, though, they don’t need to have other morphemes on them.
- 2) A bound morpheme cannot stand on its own, but rather must be attached to a free morpheme say it. Examples re-, un-, -est, -er, fer.

#### a. Types of Morpheme

Four types of morpheme are used in the formation of words. Root morphemes are usually words in themselves, and there is at least one root in every word. The other three types of morphemes are always bound morphemes, which are meaningful units of words, but not words in themselves. Bound morphemes include prefixes, which change the meaning of a root, but not its grammatical class; suffixes, which change

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<sup>13</sup> Francis Katamba, John Stonman, *Morphology (Second edition)*. University of Newcastle Upon Tyne, 2006, P. 54-56

<sup>14</sup> Embick, D. & A. Marantz, *Architecture and blocking linguistics inquiry*, London ,2008 P 1.

both the meaning and the grammatical class of a root; and inflections, which indicate number, person, tense or case.<sup>15</sup>

Morphology can also be viewed of inflectional to derivational.<sup>16</sup> The development of analyzed knowledge appears with general cognitive maturity: intuitive knowledge is progressively analyzed into structured categories<sup>17</sup>. Inflections attach to a base word and mark categories such as number, person, tense, and case; for example, *sings* contains a final -s, marker of the third person singular. Mastery of inflections is usually accomplished relatively early in life.<sup>18</sup>

Derivational morphology, in contrast, is acquired later. Derivational relations typically involve an affix that attaches to a base word, which creates a new word by changing the base's syntactic category and meaning.<sup>19</sup> Derivation refers to the formation of new words from existing words (e.g., *singer* from *sing* and *acceptable* from *accept*). Derived words can also be inflected: *singers* from *singer*.

Full knowledge of derivational morphology involves at least three aspects, which are labeled relational, syntactic, and

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<sup>15</sup> Arnbak, E. & Elbro, C. *The effects of morphological awareness training on the reading and spelling skills of young dyslexics*. Scandinavian Journal of Educational Research, 2000, P. 229.

<sup>16</sup> Carlisle, J.F., & Fleming, J., *Lexical processing of morphologically complex words in the elementary years*, Scientific Studies of Reading, 2003, P. 239.

<sup>17</sup> Casalis, S. & Louis-Alexandre, M.F., *Morphological analysis, phonological analysis and learning to read French: A longitudinal study*. Reading and Writing: An Interdisciplinary Journal, 2005 P. 335.

<sup>18</sup> Mann, V.A. *Introduction to special issue on morphology and the acquisition of alphabetic writing systems*. Reading and Writing: An Interdisciplinary Journal, 2000, P. 143.

<sup>19</sup> Mahony, D., Singson, M., & Mann, V. *Reading ability and sensitivity to morphological relations*. Reading and Writing: An Interdisciplinary Journal, 2000 P. 191

distributional.<sup>20</sup> Relational knowledge is recognizing that words have complex internal structure and that two or more words may share a common morpheme. Syntactic knowledge is the awareness that derivational suffixes mark words for syntactic category (e.g., *regularize* is a verb by virtue of being suffixed with *-ize*, and *regulation* is a noun by virtue of being suffixed with *-ion*). Distributional knowledge pertains to the constraints on the concatenation of stems and suffixes (e.g., *-ness* attaches to adjectives but not to verbs).

#### 1) Root, Stem, and Base

Morphemes also are roots; others are affixes. According to Bauer root, stem, and base are the terms used in the literature to show the part of a word that is left after all affixes have been taken away. But in recent years, there have been attempts to differentiate these three terms.<sup>21</sup>

a) Root is a form which cannot be further analyzed, whether in terms of derivational morphology or inflectional morphology. Root is a part of word form that is left when all inflectional and derivational affixes are taken away. Root is a basic part which is always present in a lexeme. For example of “untouchables” word. The root is touch to which the suffixable is first added, then the prefix un-, and the last the suffix-s.

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<sup>20</sup> Tyler, A. & Nagy, W. *The acquisition of English derivational morphology*. Journal of Memory & Language, 1989. P.649.

<sup>21</sup> Bauer Laurie, *Introducing Linguistics Morphology*, London, Great Britain : Edinburgh University Press, 1988, P.15

- b) Stem becomes the focus attention when referring to inflectional morphology. Stem may be complex or not. Complex stem may contain derivational affixes, it also may contain more than one root. Stem is a part of word that is left when all inflectional affixes are taken away. For example of “untouchable”. The stem is touch, which is also the root, in “wheelchair” word where the stem is the word itself. Even though it contains two roots.
- c) Base is a form to which affixes are added. This means that a root or stem can be called a base, but the set of bases is not equipped with the combination of the set of roots and the set of stem. A form that can be analyzed derivationally to which derivational affixes can be added is called a base. So, “untouchable” can be a base for prefixation to produce “untouchable”, but in this process “touchable” cannot be called a root, because it can still be analyzed in terms of morphology. It cannot be called as a stem, because it is not the addition of inflectional suffixes. Specifically, it can be added that in generative morphology, the term base is applied. As an example, English nouns can be formed by adding the derivational suffix-ment to the following words: govern, manage, arrange, improve, pay, and so on. It is the set of words which is called a base. The term stem is used to refer to bound forms or

morphemes which also can be the base for the application of certain formation rules.<sup>22</sup>

## 2) Derivational and Inflectional Morpheme

### a) Derivational

Yule said that derivation is the familiar process of creating terms that have small amount of English language “bits” not widely mentioned in dictionaries. The small “bits” concept is called affixes. In the context of lexical terminology, affixation can be considered the most common way of forming words.<sup>23</sup> Lieber claimed that derivation is the mechanism by which the words are formed and new lexemes are produced, so they must have "the foundation" before creating new lexemes, as it is the center of the word that can be transformed into different words by adding affixes. Moreover, it gives the meaning when a basis is inserted by derivational affixes. These derived words may offer different grammatical function or simply make new words without altering the part of the speech.

### b) Inflectional

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<sup>22</sup> Andrea E.Muse,*The nature of morphological knowledge*,Doctoral dissertation, The Florida State University,2000,P. 15

<sup>23</sup> Yule George, *An introduction of Morphology*,New York : Cambridge University Press,1987, P.18.

Inflectional affixes are part of a bound morpheme that has no function to produce new words in the language, but only used to signify the grammatical role of words, such as the use of singular or plural, past tense or not, comparative or possessive, and so on. It's not the same for derivative morphemes as inflectional morphemes never alter the grammatical form of the stems they are attached to. Here are several examples of Fromkin's Inflectional Affixes.

A further distinction can be made between types of derivational suffixes. Suffixes attaching to base words to form derivations can be described as neutral or non-neutral. Neutral suffixes have a wide range of applicability. The primary restriction on these suffixes is their subcategorization for the part of speech of the morpheme to which they can attach (e.g., *-er* can attach to virtually any verb to form an agentive.) Non-neutral suffixes do not have the same broad range of applicability. Root words containing *-ceive* take *-tion* (e.g., receive/reception), and the root word ending in *-fer* takes *-ence* (e.g., prefer/preference).

#### b. Affixes

According to the function affixes fulfill in the language, affixes are classified into derivational affixes and inflectional affixes. Derivational affixes are morphemes that create (or derive) new word, usually by either changing the meaning and/or the part of speech. Inflectional affixes are morphemes which serve a purely grammatical function and do not change the part of speech of the root and they do not create new words. Derivational



affixes are morphemes that create (or derive) new words, usually by either changing the meaning and/or the part of speech.<sup>24</sup>

According to Rachmadie there are three characteristics of derivational affixes:

- 1) The words with which derivational suffixes combine are an arbitrary matter. To make a noun from the verb *adorn* we must add the suffix *-ment* and no other suffix will do, whereas the verb *fail* combines only with *-ure* to make a noun *failure*. Yet the verb *employ* may use three different suffixes *-ment*, *-er*, *-ee*, to make three nouns with different meanings (*employment*, *employer*, *employee*).
- 2) In many cases, but not all, a derivational suffix changes the part of speech of the word to which it is added. The noun *act* becomes an adjective by the addition of *-ive*, and the adjective *active* we would add *-ate*, making it a verb *activate*.
- 3) Derivational suffixes usually do not close off a word, that is after a derivational suffix you can sometimes add another derivational suffix and next, if required. For example, to the word *fertilize* which already ends in a derivational suffix *-ize*, we can add another suffix *-er* to make *fertilizer*. There are two types of affixes; they are prefixes and suffixes.

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<sup>24</sup> Andrea E. Muse. *The nature of morphological knowledge* (Doctoral dissertation, The Florida State University, 2005, P.21).

- a) Prefixes: a shape such as ex-, anti-, un-, ad-, com-, dis-, in-, re-, mis- or interthat can be applied to the foreground of a term to offer an extra or specific sense. Ex: Anti British, un-happy, ex-wife.
- b) Suffixes: a form such as -ology, -ance(-ence), -ful, ness, ment, -able, or -ese, which can be applied to the end of a term to give a pecific or additional sense.

### c. Knowledge

knowledge is sourced knowledge from experiences, beliefs, assumptions, and habits or learning processes which describes the know what and know why, which is formed in individuals or groups whose nature is difficult to identify, store, mapped and hard to share. Meanwhile, explicit knowledge can be concluded is knowledge that comes from tacit knowledge articulated codified, organized, in a particular medium, so that it can be distributed to other parties who need it.<sup>25</sup>

#### Tacit dan Explicit Knowledge

##### a. Tacit Knowledge

The knowledge contained in a person's brain or mind is in accordance with the person's own understanding and experience. Usually this knowledge is unstructured, difficult to explain and express in formal language to others and its content includes personal understanding. This knowledge is generally undocumented because this

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<sup>25</sup>Elizabeth A. Smith, *Definition of Knowledge*, London : Hold, Rinerhart and Winston, 2001, P.241.

knowledge is still in a person's mind. Tacit Knowledge has the following characteristics:

- Tacit that is obtained from experience, experience that has been felt
- Not easily communicated or given to others because it is difficult to express
- The knowledge can be transferred effectively face-to-face (person to person), that is, the knowledge we get will be easily transferred through conversations from us to others.

Example:

- When someone wants to learn how to cook, that person has seen cooking videos on television or YouTube, and then puts them into practice.
- When a chef who is cooking then tells the recipe by speaking: just add salt “to taste” or just add sugar “to taste”, this word is quite difficult to say because the person has never measured how much sugar or salt is needed.

b. Explicit Knowledge

Knowledge that has been collected and translated into a form of documentation (summary) so that it is more easily understood by others. This knowledge is formal and easy to share with others in the form of documentation because it is generally theoretical knowledge which makes it easier for someone to share their knowledge with others through books, articles and journals without having to come directly to teach that

person. In the process of its application, explicit knowledge is easier because the knowledge obtained is in the form of writing or documentation

Example:

- When someone wants to learn to cook, that person buys a cookbook at a bookstore. After reading the recipe book, the person immediately put it into practice.
- A math guide book that is equipped with tricks to solve it so that people who want to use it can more easily understand the book.

### **3. English as a Foreign Language.**

Learning is the process of interaction between students and educators and learning resources in a learning environment that includes teachers and students who exchange information. Setiyadi stated that learning is the process of changing in mental and physical behavior induced in a living organism. Every human in this world needs the knowledge to be able to solve a problem that exists. To get knowledge, humans must have a willingness to learn. One of them is studying EFL (English as a Foreign Language). Language learning is a process of habit formation. According to, EFL can be defined as study of English by people who live in places in which English is not used as a means of first language communication. He further indicated

that in such a setting, the students have few chances to be exposed to English for communication outside the classroom.<sup>26</sup>

A similar definition is expressed by Harmer who defined EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English. Speaking countries such as the United State, Britain, Australia, Canada, Ireland or New Zealand. A third definition is suggested by Camenson who indicated that EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for travelling activities to an English-speaking country or for business purposes. The researcher also further stated that EFL students only spend a few an hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills and have a native background in the classroom.<sup>27</sup>

## **B. Review of the Related Findings**

There are several previous studies related to this study which were used in this study perform this analysis as a reference. The first previous study associated with this research was :

The First previous research belongs to inflectional morpheme by thesis Dinda Dewi from Universitas Muhammadiyah Sumatera Utara, The purpose of

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<sup>26</sup> Setiyadi, *Teaching English as a Foreign Language (First Edition)*, Yogyakarta : Graha Ilmu, 2006, P.21

<sup>27</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Edinburgh : Longman Pearson, 2001, P.2

this research is to find out the inflectional morpheme in a comic from this thesis by Dinda Dewi later describe the process. But this study uses quantitative content analysis as research methods and findings show The Legend of Putri Hijau Comic used 7 kinds from 8 kinds of inflectional morpheme and it was found 73 inflectional affixes. The categories are suffixes –ed (past tense), -ing (progressive), -en (participle), -s (third person singular), -s (plural marker), -‘s (possessive) and –er (comparative degree). The most frequently used is the suffix –s as a plural marker and the second place is the suffix –ed as a past tense. And The processes of each inflectional affixes do not change the whole meaning of words, but most of them change the grammatical function Ex: Biology, understandable, creditable.<sup>28</sup> The second previous belongs to The Correlation Between Students’ Morphological Awareness and Their Reading Comprehension at The First Grade Students of MAN 4 KAMPAR in the Academic Year of 2019/2020 by thesis asmul hayati from Uin Suska Riau her research aimed at knowing the correlation between students’ morphological awareness and their reading comprehension at the first grade students of MAN 4 KAMPAR. This research is quantitative approach. There were two variables in this research. Independent variable (X) was students’ morphological awareness and dependent variable (Y) reading comprehension. The technique of collecting the data was multiple choice tests. The total population of this research was 50 students and the researcher used simple random sampling techniques and

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<sup>28</sup> Dinda Dewi, *Critical Analysis of Inflectional Morpheme in the Legend of Putri Hijau*, Universitas Muhammadiyah Sumatra Utara, 2020, Thesis.

the sample was 44 students. The technique of data analysis the researcher used Spearman's Rho in SPSS 16.0 to know the correlation between students' morphological awareness and their reading comprehension. The data of morphological awareness and reading comprehension was taken from multiple choice tests. Based on the data analysis, the researcher found that sig. (2-tailed) = 0.000, it showed from sig. (2-tailed) = 0.000 that as lower than  $\alpha$  (0.05). It means that  $H_a$  was accepted and  $H_o$  was rejected. It can be conclude that there is a significant correlation between students' morphological awareness and their reading comprehension at the first students of MAN 4 KAMPAR.<sup>29</sup>

In this study, the researcher examines Morphological knowledge, where the difference in the two theses above is that in Dinda Dewi's thesis, the researcher only examines morpheme in the comic entitled The Legend of Putri Hijau and uses the quantitative research method with one variable, then in thesis Asmul Hayati, the researcher examines morphological awareness in students at MAN 4 Kampar uses the quantitative method with two variables. while research in this thesis the writer examines morphological knowledge in students of IAIN Curup where morphological knowledge itself is researching students' knowledge of morpheme, derivational and the ability of students' morphological awareness using the method descriptive quantitative with one variable of course, this complements part of previous research to improve students' abilities in learning morphology.

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<sup>29</sup> Asmul hayati, *The Correlation Between Student's Morphological awareness and Their Reading Comprehension at the First Grade Students of MAN 4 KAMPAR in the Academic Year of 2019/2020*, UIN SUSKA Riau, 2020, Thesis.

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

#### **A. Kind Of The Research**

##### **1. Research Design**

Kind of this research is descriptive quantitative research. Descriptive involves the collection of data that will provide an account of description of



individuals, groups or situations. In this research, descriptive is used to describe morphological knowledge of efl students of English tadriss study program fifth semester at IAIN Curup. Descriptive research is conducted to describe a symptom, event, and incident that occurs factually, systematically, and accurately. In this study, the researcher tried to describe the students', both mastered and lacking. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon under study This research focuses on the extent to which their knowledge of morphology is an important part of learning English as a foreign language.

According to Sugiyono ,descriptive research is research conducted to determine independent variables, either one or more (independent) variables without making comparisons or connecting with other variables. Descriptive quantitative research,<sup>30</sup>

## **B. Populations and Sample**

### **1. Population**

Population is the entire individual or object under study that has several characteristics in common.<sup>31</sup> According to Arikunto, the population is the

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<sup>30</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung : Alfabeta,2008, P.25

<sup>31</sup> Latipun. *Psikologi konseling*. Malang: Umm Press,2011,P.15.

entire research subject.<sup>32</sup> The population in this research is all student in English Tadris study program of IAIN Curup. The total of population is 170 students, the populatin consist of 9 classes. That can be seen on table below:

**Table 3.1**

**Population Students**

NO	CLASS	TOTAL
1.	TBI 4A	18
2.	TBI 4B	17
3.	TBI 6A	17
4.	TBI 6B	19
5.	TBI 6C	25
6.	TBI 6D	20
7.	TBI 8A	21
8.	TBI 8B	16
9.	TBI 8C	17
	TOTAL	170

## 2. Sample

The sample represents a subset of the population. because is part of the population, of course we must have the characteristics of the population.<sup>33</sup>

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<sup>32</sup> Arikunto, suharsimi, *Prosedur penelitian suatu pendekatan praktek*. Jakarta: PT. Rineka cipta, P.21.

<sup>33</sup> Azwar, Saifuddin, *Metode Penelitian*. Pustaka Pelajar: Yogyakarta, 2007, P.37

In this investigation, probability sampling the writer used as a sampling approach. Probability sampling is a sampling approach that gives each element (member) of the population an equal chance of being chosen as a sample member.<sup>34</sup> Types of Probability Sampling are simple random sampling, proportionate stratified random sampling, disproportionate stratified random, sampling are (cluster) sampling. In this research the researcher used simple random sampling. According to Sugiyono, a simple random sampling approach is a method of randomly sampling members of a population without respect for the existing strata in the population.

### **C. Technique of Collecting Data**

Technique of collecting data in this research is based on the type of research taken by researchers, namely descriptive quantitative research, the techniques used are test.

#### **1. Test**

##### **a. Test**

A test is a tool or technique that is used to determine or measure something in an environment according to specified rules.<sup>35</sup> It means test is useful for researcher to see student levels, according to handayani test was an instrument which is used by the teacher that provides indicator of

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<sup>34</sup> Sugiyono. *Metode penelitian kuantitatif, kualitatif dan R&D*. Alfabeta Bandung, 2006, P.115.

<sup>35</sup> Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta : PT. Bumi Aksara, 2010, P. 53

students performance level.<sup>36</sup> So this test is very helpful to the researcher understanding of the level of the students.

However, in this study researchers did not see the level of students. Instead, the tests given to the students are intended to see the items of the most misunderstood by the students and . in this test there are two areas of morphological knowledge: morpheme and types of morpheme.

#### **D. Instruments**

In this study, the instruments used by the researchers were

##### **1. Test**

In this study, what will be given to respondents is a test in which respondents fill in multiple choice questions that will be distributed to respondents. In the morphological knowledge instrument, the researcher took standardized instruments from previous research and adjusted slightly according to the extent to which the respondents learned about morphological knowledge because the researcher had previously conducted pre-research.

The test procedures to be carried out is the researcher took scores by giving a test in which there were several multiple choices that were distributed to participants so that they filled in according to their abilities, here the researcher made a test using the Google form application and distributed it online to participants because the students were in a state of rest and this research was given to those who have studied morphology.

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<sup>36</sup> Handayani, *Evaluasi Pendidikan*, Bandung: ilmu pustaka, 2000, P. 63

**Table 3.2****Blue Print Instrument Test Morphological Knowledge**

<b>Theory</b>	<b>Indicator</b>	<b>Sub Indicator</b>	<b>Items</b>
Asmul  Haya  ti  Thesi  s  (202  0.	Morpheme	1.Free Morpheme	1,2,3,6,8,15
		2.Bound Morpheme	4,5,7,9,14
Andrea E.  Muse  journ  al  (200  5)	Types of  Morphe  me	1. Root,Base,Stem	10,11,12,13
		2. Derivational  Morpheme	21,25,26,27,  28
		3.Inflectional  Morpheme	17,18,19,20,  30
		4. Affixes	22,23,29.

**E. Validity**

According to Sugiyono, validity is the process of requiring reasonable (valid) study results. A valid instrument is one that is capable of measuring what needs to be measured.<sup>37</sup> valid instrument has a high validity. Validity is a

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<sup>37</sup> Sugiyono, *Statistika Untuk Penelitian* (Jakarta: Rineka Cipta, 1998), P.35

measuring instrument that reveals the levels of validity or validity of an instrument. Instruments that are less valid, on the other hand, have poor validity.

In this research, the researcher will ask for the help of the lecturer of the English study program is to get comments and feedback. Then the researcher will test the instrument to students who have taken morphology courses. Based on the description above, the researcher asked the validity of the test to one of the lecturers who had the competence and knowledge of personality and motivation. This is to see the suitability of the test with the morphology course.

After the data the author needs is collected, the next step is to analyze the data. Analysis of the data that the authors use in this study using quantitative analysis. Data analysis techniques in research using quantitative descriptive.

Using the product moment formula for rough numbers, establish the validity of the test items :

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

Note :

$r_{xy}$  = Correlation coefficient between X and Y variables

$\sum X$  = Number of item scores

$\sum Y$  = Total score sum (all items)

$N$  = population size

$\sum X^2$  = The sum of the squared scores for each item

$\sum Y^2$  = The sum of the squares of the total score

The criteria used to test the validity of the item is to have a correlation coefficient  $R_{hitung} > R_{tabel}$ , at a significant level = 0.05. This means that the item is declared valid if  $R_{hitung} > R_{tabel}$ , otherwise if  $R_{hitung} < R_{tabel}$  is declared invalid. The invalid item is not used. The validity test criteria is that each item is valid if  $R_{xy} > R_{tabel}$  ( $R_{tabel}$  is obtained from the critical value of  $R$  product moment). To see the test is valid or not, the researcher takes the guidelines from  $R_{tabel}$  below :

**Table 3.3**  
**Distribution of  $R_{tabel}$  Values**

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	10%		5%	10%		5%	10%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086

24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			



## F. Reliability

To calculate the reliability of this test used the method alpha cronbach.

Cronbach's alpha method is used for look for the reliability of instruments whose scores are not 1 and 0, for example a questionnaire or multiple choice questions.<sup>38</sup> The higher the score the reliability of an instrument means the higher the level trust in the instrument. The reliability testing used in this research is Alpha Cronbach method.

a). The steps to find the reliability value with the Alpha method are as follows:

$$S_i = \frac{\sum X_i^2 - \frac{(\sum X_i)^2}{N}}{N}$$

Where :

$S_i$  : Variant score of each item

$\sum X_i^2$  : Sum of squared items  $X_i$

$(\sum X_i)^2$  : Number of items  $X_i$  squared

$N$  : Number of respondents

b) Add up the variances of all items with a formula:

$$\sum S_i = S_1 + S_2 + S_3 + \dots + S_n$$

c) Calculating the total Variance with the formula:

$$S_t = \frac{\sum X_t^2 - \frac{(\sum X_t)^2}{N}}{N}$$

d). Calculating the Alpha value with the formula:

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

e). Look for the Pearson's Product Moment  $r$  table value if the significance is

known for  $\alpha = 0.05$  and  $dk = 30 - 1 = 28$ , then  $r$  table = 0.361.

f). Comparing  $r$  arithmetic with  $r$  table. If  $r$  count is greater than  $r$  table ( $r_h > r_t$ ) then the instrument is reliable, but conversely if  $r$  count is less than  $r$  table ( $r_h < r_t$ ) then the instrument is not reliable.

**Table 3.4**

**Reliability Propotion Test**

<b>Reliability Test</b>	<b>Evalution</b>
$0,80 < r_{i1} \leq 1,00$	Very High
$0,60 < r_{i1} \leq 0,80$	High
$0,40 < r_{i1} \leq 0,6$	Sufficient
$0,20 < r_{i1} \leq 0,40$	Low
$0,00 < r_{i1} \leq 0,2$	Very Low

The calculation of the reliability test of the questionnaire items can be seen in Appendix and summarized in Table 3.5.

**Table 3.5**

**Sumarry of Test Reliability Results**

<b>r hitung</b>	<b>r table</b>	<b>Information</b>
0,8801	0,423	Very High

From Table 3.6 it can be seen that  $r_{count} = 0.8801$  greater than  $r_{table} = 0.423$ . Means that the figure reliability with very high reliability criteria. With Thus the research instrument is reliable and can used to be tested on the experimental class and class control.

**G. Technique of data analysis**

The data from analyzed after test have been done. Where the analysis of the data by following ways :

$$\text{Students interested in learning} = \frac{\text{Number of student scores}}{\text{Maximum score}} \times 100$$

$$\frac{70}{107} \times 100 =$$

$$= 073.6$$

while to calculate the average learning interest of students :

$$\text{average student interest learning} = \frac{\text{Total students' interest learning}}{\text{Number of students}} \times 100$$

$$= \frac{2162}{30} \times 100 = 10.573$$

## H. Criteria of interpreting the data

The researcher used certain criterion based on Tinambunan's criterion as cited by Tartiasih in order to know how well the EFL students' morphological knowledge.<sup>39</sup>

**Table 3.6**  
**Tinambunan's Criteria Of Interpreting the data**

No	Score range	Category
1	$100 \leq 90$	Very Good
2	$90 \leq 80$	Good

<sup>39</sup> Tartiasih, eko yuni, *A descriptive Study on Elementary School Teacher's Ability in pronouncing*, 2000, Adimulyo Kebumen, UNNES, Unpublished thesis.

<b>3</b>	<b><math>80 \leq 70</math></b>	<b>Sufficient</b>
<b>4</b>	<b><math>70 \leq 60</math></b>	<b>Low</b>
<b>5</b>	<b><math>60 \leq 0</math></b>	<b>Very Low</b>

## **CHAPTER IV FINDING AND DISCUSSION**

### **A. Finding**

An invention to get more information about the morphology knowledge of EFL students at IAIN Curup, the researchers presented the test results which

were distributed to 30 students out of 170 students who were subjects. In this case, 30 students answered in the link researcher share test and sent the test in the form of Google form to the researcher. Therefore, the researcher only analyzed 30 tests and those tests were examined by the researcher. This research was conducted in January 2023. The purpose of this study was to find out how the morphology knowledge skills of students of the English Tadris Study Program at IAIN Curup Academic Year 2022/2023.

#### 1. Students' Morphological knowledge

To find out how the morphological knowledge of English Tadris Study Program students at iain Curup. In carrying out the analysis process, the researcher used a test to find out the students' morphological knowledge, the following are the results of the test:

Researchers analyzed students' multiple choice test answers obtained from students' Google Forms in January 2023 to answer research questions, but researchers had conducted pre-research to find out how students' knowledge of morphology was acquired in May 2022.

**Table 4.1**  
**The Result of the Test**

<b>No</b>	<b>Morphological knowledge</b>	<b>Score</b>	<b>Category</b>
1	Free Morpheme	84	Good
2	Bound Morpheme	80	Good

3	Root,Base,Stem	72	Sufficient
4	Inflectional Morpheme	76	Sufficient
5	Derivational Morpheme	64	Low
6	Affixes	56	Very Low

Based on previous chapter, the indicator of morphological knowledge is free morpheme, bound morpheme, inflectional morpheme, derivational morpheme and affixes.

#### 1. Free Morpheme

From the data above (table 4.1) it can be seen that the students' free morpheme knowledge is very good, this can be seen from the results of the scores obtained by the respondents.

#### 2. Bound morpheme

Based on the data above (table 4.1) it can be seen that students' knowledge of types is sufficient. This can be seen from the scores obtained by respondents who almost all received good.

#### 3. Root,Base,Stem

From the data above (table 4.1) it can be seen that the students' phoneme knowledge is sufficient, this can be seen from the results of the scores obtained by the respondents.

#### 4. Inflectional morpheme

From the data above (table 4.1) it can be seen that the students' phoneme knowledge is sufficient, this can be seen from the results of the scores obtained by the respondents.

#### 5. Derivational Morpheme

Based on the data above (table 4.1) it can be seen that students' knowledge of types is Very Low. This can be seen from the scores obtained by respondents who almost all received low scores.

#### 6. Affixes

Based on the data above (table 4.1) it can be seen that students' knowledge of types is Low. This can be seen from the scores obtained by respondents who almost all received low scores.

### **B. Discussion**

This research is a quantitative descriptive research that investigates the extent of Morphological knowledge of students of the English Tadris Study Program at iain Curup academic year 2022/2023. Based on the calculation results obtained results that can show the results of research.

The connection with previous research is that previous research discussed morphological awareness while this research that the writer made examined morphological knowledge where morphological awareness research looked at their ability to awareness towards morphology while this research looked at students' knowledge abilities on morphology which was very supportive to know the limits where is the students' morphology knowledge.

Based on the data that has been taken in recap by researcher, the research was conducted based on predetermined indicators. Where in this study the researcher conducted research on students' morphology knowledge, while the morphology components included in this study were: free morpheme, bound morpheme, root stem base, inflectional morpheme, derivational morpheme, suffixes.

### 1. Free Morpheme

Free morpheme is a minimal unit that has morphology is one can stand on its own –that is, it, s an entire word. morphology research is the study of sentence formation. Starting from the free morpheme assessment, in table 4.1 it can be seen that the scores obtained by the respondents were very good, they filled out the test given by the researcher. For this free morpheme assessment, the researcher focused on assessing whether they could or could not do the questions given in multiple choice form. In the multiple choice questions, the researcher assesses that students can detect morphemes in each given question. there were several respondents who filled in well then there were a few respondents who were still weak in detecting morphemes.

Then, for the assessment of morphemes in whether or not they can do the multiple choice questions given, it can be seen from the free morphemes and bound morphemes in these questions where students can detect the correct answers to these questions. Word formation patterns that are focused on morpheme assessment are free morpheme and bound morpheme in morphological knowledge, for example



*The teacher will give a (punish)..... To the students who come late to the school. Fill in the correct answer in the blank!*

*a. Punishment b. Punishes c. Punished.*

by being able to answer these questions, you can detect bound morphemes or free morphemes, you will get a score of 2 points if correct and if you can answer all the questions given, you will get 100 points.<sup>40</sup>

## 2. Bound morpheme

In the bound morpheme research, there are several assessment sections, namely assessing their ability to detect the bound morpheme in these questions. In this assessment section, the researcher assesses students working on questions in the form of multiple choice forms and student assessment in this type of Morpheme is how students detect these bound morphemes in a question. , for example.

*My uncle is a (hunt) ..... Fill in the correct answer in the blank!*

*a. Hunter b. Hunted c. Hunts d. Hunting* here they can or cannot detect the bound morpheme and it is obvious from Table 4.1 that they do can detect the bound morpheme in the problem. and in this case students get the same good average score as the morpheme assessment on the morpheme assessment type, judging from the scores they get.<sup>41</sup>

## 3. Root, Base, and Stem

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<sup>40</sup> Arnbak, E. & Elbro, C. *The effects of morphological awareness training on the reading and spelling skills of young dyslexics*. Scandinavian Journal of Educational Research, 2000, P. 229.

<sup>41</sup> Carlisle, J.F., & Fleming, J., *Lexical processing of morphologically complex words in the elementary years*, Scientific Studies of Reading, 2003, P. 239.

After that the next assessment is 3 assessments, namely the first is Root. Based on chapter 2, Root is a form which cannot be further analyzed, whether in terms of derivational morphology or inflectional morphology. where in this Root study researchers focus on root in detecting sentences in the problem if they can detect root in the problem they will get a point, then there is Stem which is a part of word that is left when all selectional affixes are taken away, just like Root if they can detect Stem in the problem they will get a high score. then there is a Base equal to Root and stem in the Base assessment the researcher sees that students can detect Base in each question sentence. In this third assessment, the three cannot be separated from each other in the test questions where all three are close in sentences, the scores obtained by the respondents are not much different, the average respondent gets a good score but some are low, causing the brand's work to be wrong. Assessment of Root, Stem and base in the complementary distribution focuses on detecting sentences in the questions. The scores obtained by the respondents were not much different, the average respondent got a decent score.<sup>42</sup>

#### 4. Derivational Morpheme

Derivational is the familiar process of creating terms that have small amounts of English. In this Derivational assessment, the same as other assessments, it gives questions to students so they want to know their ability

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<sup>42</sup> Bauer Laurie, *Introducing Linguistics Morphology*, London, Great Britain : Edinburgh University Press, 1988, P.15

to detect derivationals in real words. For this derivational morpheme, the respondent gets a low score, which means he cannot answer the question. because if something goes wrong it means it can't detect the derivational in the sentence.

#### 5. Inflectional Morpheme

Inflectional morpheme, part of the bound morpheme that has no function to produce new words in the language, is the same as the derivational assessment in this assessment detecting inflectional in sentences. For respondents who get a high score, it means they can detect inflectional morpheme.

#### 6. Affixes

Affixes are classified into derivational affixes and inflectional affixes, is the same in this assessment detecting affixes in sentences. For respondents who get a high score, it means they can detect inflectional morpheme.<sup>43</sup>

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

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<sup>43</sup> Andrew Castairs-McCarthy, *Current Morphology*. Roudledge, 11 new fetter lanc, London, 1992, P.3-7

Based on the findings and discussion in the previous chapter IV, the researcher decided that the morphological knowledge of English students at IAIN Curup was lacking, this was determined based on the percentage of results obtained by the researcher. The score is sufficient and low is means less. Based on the research findings and discussion above, the researcher found various levels of morphology knowledge possessed by English students, which level can be seen from the rating score that has been set by the researcher. Which, if a student can answer questions to get points above 60 out of 100 points, then the student is considered able to detect morphemes and types of mophemes. and there are some words that are wrong but change the meaning, for students who get a small score it means that students make several mistakes and change the meaning of the specified sentence, then there are students who make many mistakes in answering.<sup>44</sup>

## **B. Suggestion**

### 1. For students

Students can increase their capacity in learning morphology by detecting morphology in a sentence. Students can also better understand which part is wrong or right in each sentence.

### 2. For Further Researchers

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<sup>44</sup> Andrea E.Muse. *The nature of morphological knowledge* (Doctoral dissertation, The Florida State University,2005, P.21.

For future researchers, they must conduct research that is superior to this research. This research can be used by subsequent researchers as necessary relevant findings.

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X

### Blue Print Instrument Test Morphological Knowledge

<b>Theory</b>	<b>Indicator</b>	<b>Sub Indicator</b>	<b>Items</b>
Asmul Hayati Thesis (2020.	Morpheme	1.Free Morpheme	1,2,3,6,8,15
		2.Bound Morpheme	4,5,7,9,14
Andrea E. Muse journal (2005)	Types of Morpheme	1. Root,Base,Stem	10,11,12,13
		2. Derivational Morpheme	21,25,26,27,28
		3.Inflectional Morpheme	17,18,19,20,30
		4. Affixes	22,23,29.

## RESEARCH INSTRUMENTS

**Name :**

**Class :**

**Direction :**

- a. The questions are multiple choice and complete word
- b. These questions are used to know the Students' Morphological Knowledge
- c. Choose the correct answer based on the question

### Morpheme

1. Diana really dislike Korean drama, she said Korean drama is boring. She makes me feel happy. The word form of the underlined word is.....

- a. Verb
- b. Noun
- c. Adverb
- d. Adjective

2. Last week I went on vocation to Bukit Tinggi. There are many tourist attractions there, like Jam Gadang, Zoo, and Monumen Bung Hatta. I am very happy to visit Bukit Tinggi, this is an (forget) ..... moment for me. Fill the correct answer in the blank!

- a. Forgets
- b. Forgettable
- c. Forgetting
- d. Unforgettable

3. The accident was very severe, she became Insane. The word form of the underlined word is.....

- a. Adjective
- b. Adverb
- c. Verb
- d. Noun

4. My teacher reading a narrative text in front of the class and after that she asks me and my friends to (tell) ..... the story. Fill the correct answer in the blank!

- a. Tells
- b. Retell
- c. Telling
- d. Told

5. The school has a plan to (miss) ..... the chaos. Fill the correct answer in the blank!

- a. Dismiss
- b. Misses
- c. Missed
- d. missing

6. You have to make this task finish easily. She makes me feel happy. The word form of the underlined word is.....

- a. Adjective
- b. Adverb

c. Verb

d. Noun

7. The teacher will give a (punish)..... To the students who come late to the school.

Fill the correct answer in the blank!

a. Punishing

b. Punishes

c. Punished

d. Punishment

8. Andrian is a lazy boy, because he is a sleeper. The word form of the underlined word

is .....

a. Adjective

b. Adverb

c. Verb

d. Noun

9. Arina lived in Padang during her (child) ..... Fill the correct answer in the blank!

a. Children

b. Childhood

c. Childishness

d. Childlike

10. Bella is a big fan of BTS and she has many albums (collect) ..... of BTS. Fill the correct answer in the blank!

a. Collection

b. Collects

c. Collected

d. Collecting

11. The (popular) .....of his daughter makes him proud. Fill the correct answer in the blank!

a. Populated

b. Popularity

c. Population

d. popularities

12. My uncle is a (hunt) ..... Fill the correct answer in the blank!

a. Hunter

b. Hunted

c. Hunts

d. Hunting

13. Rara and Riri played volley ball happily yesterday. She makes me feel happy. The word form of the underlined word is.....

a. Comparative

b. Plural

c. Past tense

d. Progressive

14. Tomorrow in my school will be carried out a meeting, and I will be a (speak) .....

it. Fill the correct answer in the blank!

- a. Speaks
- b. Spoke
- c. Speaker
- d. speaking

15. Rina and her family going to Jakarta next week. The word form of the underlined word is .....

- a. Plural
- b. Progressive
- c. Past tense
- d. Comparative

### Derivational Suffixes with Real Words

1. Did you hear the \_\_\_\_\_?  
a) announce      b) announcing      c) announced      d) announcement
2. He listened carefully to the \_\_\_\_\_.  
a) directs      b) directions      c) directing      d) directed
3. It was the \_\_\_\_\_ sky of the winter.  
a) darkful      b) darkless      c) darkest      d) darkly
4. The lost dog was \_\_\_\_\_.  
a) homeless      b) homeish      c) homeful      d) homeness
5. It is \_\_\_\_\_ not to lock your bike in the rack.  
a) foolness      b) fooless      c) foolish      d) foolful
6. She hoped to make a good \_\_\_\_\_.  
a) impressive      b) impressionable      c) impression      d) impressively
7. A famous doctor performed the \_\_\_\_\_.  
a) operation      b) operational      c) operative      d) operationalize
8. Watch carefully. I will \_\_\_\_\_.  
a) demonstration      b) demonstrative      c) demonstrable      d) demonstrate
9. Age improved her \_\_\_\_\_.  
a) personify      b) personalize      c) personality      d) personal
10. He's too old to be \_\_\_\_\_.  
a) productivity      b) productive      c) production      d) produce
11. Farmers \_\_\_\_\_ their fields.  
a) fertilize      b) fertilization      c) fertility      d) fertilizer



12. She works hard. She's very \_\_\_\_\_.  
a) industrialization    b) industry    c) industrious    d) industrialize
13. Those two dogs are almost \_\_\_\_\_.  
a) identical    b) identify    c) identification    d) identity
14. He's always going to meetings. He's an \_\_\_\_\_.  
a) activist    b) active    c) activate    d) activity
15. He was blinded by the \_\_\_\_\_.  
a) bright    b) brighten    c) brightly    d) brightness

## Validity Instrumen

### *Notes from Validator:*

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

*The blue color words or statements mean the validator's additional point for your instrument.*

*The red color means something that you need to revise or delete.*

Your instruments adopt these two sources:

### *Notes from Validator:*

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

*The blue color words or statements mean the validator's additional point for your instrument.*

*The red color means something that you need to revise or delete.*

Your instruments adopt these two sources:

Hayati, A. (2020). The Correlation Between Students' Morphological Awareness and Their Reading Comprehension

at The First Grade Students of MAN 4 KAMPAR in the Academic Year of 2019/2020). *UIN SUSKA Riau*.

Muse, A. E. (2005). *The nature of morphological knowledge* (Doctoral dissertation, The *Florida State University*).

Thus, I suggest you state the source of your instruments to avoid plagiarism and to strengthen *their validity. You may state it in chapter III.*

Curup, 2<sup>nd</sup> of February 2023

*Validator*  


Nastiti Handayani, M.Pd

**ITEM QUESTIONS VALIDITY**  
(MORPHOLOGICAL KNOWLEDGE)

No	Students	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7
1	Students 1	0	1	1	1	0	1	1
2	Students 2	1	1	1	1	1	1	0
3	Students 3	1	1	1	0	1	0	1
4	Students 4	1	1	0	1	1	1	1
5	Students 5	1	1	1	1	1	1	0
6	Students 6	1	1	1	0	1	1	1
7	Students 7	1	1	1	1	0	0	1
8	Students 8	1	0	1	0	1	1	0
9	Students 9	1	1	1	1	1	1	1
10	Students 10	1	1	0	1	1	1	1
11	Students 11	0	0	1	0	1	1	1
12	Students 12	1	1	0	1	1	0	0
13	Students 13	1	1	1	1	0	1	1
14	Students 14	1	1	1	0	1	1	1
15	Students 15	1	1	1	1	1	1	0
16	Students 16	0	1	1	1	1	1	1
17	Students 17	1	1	1	0	0	0	1
18	Students 18	1	0	1	1	1	1	0
19	Students 19	1	1	1	1	1	1	1
20	Students 21	1	1	1	1	1	1	1
21	Students 22	1	1	1	1	1	0	1
22	Students 23	0	1	1	1	1	1	0
23	Students 24	1	1	1	1	1	1	1
24	Students 25	1	1	0	0	1	1	1
26	Students 26	0	1	1	1	1	0	1
27	Students 27	1	1	1	0	0	1	1
28	Students 28	1	0	1	1	1	1	0
29	Students 29	1	1	1	1	1	1	1
30	Students 30	1	1	1	1	1	1	1
<b>r Correlasion</b>		<b>0,586999</b>	<b>0,362266</b>	<b>-0.121832</b>	<b>0.1133596</b>	<b>0.376756</b>	<b>0.669224</b>	<b>0.411075</b>
<b>r Table</b>		<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>
<b>Valid / Invalid</b>		<b>Valid</b>	<b>Valid</b>	<b>Invalid</b>	<b>Invalid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>

**ITEM QUESTIONS VALIDITY**  
**(MORPHOLOGICAL KNOWLEDGE)**

No	Students	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14
1	Students 1	0	1	1	1	0	1	1
2	Students 2	1	1	1	1	1	1	0
3	Students 3	1	1	1	0	1	0	1
4	Students 4	1	1	0	1	1	1	1
5	Students 5	1	1	1	1	1	1	0
6	Students 6	1	1	1	0	1	1	1
7	Students 7	1	1	1	1	0	0	1
8	Students 8	1	0	1	0	1	1	0
9	Students 9	1	1	1	1	1	1	1
10	Students 10	1	1	0	1	1	1	1
11	Students 11	0	0	1	0	1	1	1
12	Students 12	1	1	0	1	1	0	0
13	Students 13	1	1	1	1	0	1	1
14	Students 14	1	1	1	0	1	1	1
15	Students 15	1	1	1	1	1	1	0
16	Students 16	0	1	1	1	1	1	1
17	Students 17	1	1	1	0	0	0	1
18	Students 18	1	0	1	1	1	1	0
19	Students 19	1	1	1	1	1	1	1
20	Students 21	1	1	1	1	1	1	1
21	Students 22	1	1	1	1	1	0	1
22	Students 23	0	1	1	1	1	1	0
23	Students 24	1	1	1	1	1	1	1
24	Students 25	1	1	0	0	1	1	1
26	Students 26	0	1	1	1	1	0	1
27	Students 27	1	1	1	0	0	1	1
28	Students 28	1	0	1	1	1	1	0
29	Students 29	1	1	1	1	1	1	1
30	Students 30	1	1	1	1	1	1	1
<b>r Correlasion</b>		<b>0,586999</b>	<b>0,362266</b>	<b>-0.121832</b>	<b>0.1133596</b>	<b>0.376756</b>	<b>0.669224</b>	<b>0.411075</b>
<b>r Table</b>		<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>
<b>Valid / Invalid</b>		<b>Valid</b>	<b>Valid</b>	<b>Invalid</b>	<b>Invalid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>

**ITEM QUESTIONS VALIDITY**  
**(MORPHOLOGICAL KNOWLEDGE)**

No	Students	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21
1	Students 1	0	1	1	1	0	1	1
2	Students 2	1	1	1	1	1	1	0
3	Students 3	1	1	1	0	1	0	1
4	Students 4	1	1	0	1	1	1	1
5	Students 5	1	1	1	1	1	1	0
6	Students 6	1	1	1	0	1	1	1
7	Students 7	1	1	1	1	0	0	1
8	Students 8	1	0	1	0	1	1	0
9	Students 9	1	1	1	1	1	1	1
10	Students 10	1	1	0	1	1	1	1
11	Students 11	0	0	1	0	1	1	1
12	Students 12	1	1	0	1	1	0	0
13	Students 13	1	1	1	1	0	1	1
14	Students 14	1	1	1	0	1	1	1
15	Students 15	1	1	1	1	1	1	0
16	Students 16	0	1	1	1	1	1	1
17	Students 17	1	1	1	0	0	0	1
18	Students 18	1	0	1	1	1	1	0
19	Students 19	1	1	1	1	1	1	1
20	Students 21	1	1	1	1	1	1	1
21	Students 22	1	1	1	1	1	0	1
22	Students 23	0	1	1	1	1	1	0
23	Students 24	1	1	1	1	1	1	1
24	Students 25	1	1	0	0	1	1	1
26	Students 26	0	1	1	1	1	0	1
27	Students 27	1	1	1	0	0	1	1
28	Students 28	1	0	1	1	1	1	0
29	Students 29	1	1	1	1	1	1	1
30	Students 30	1	1	1	1	1	1	1
<b>r Correlasion</b>		<b>0,58699</b>	<b>0,36226</b>	<b>-0.121832</b>	<b>0.11335</b>	<b>0.37675</b>	<b>0.6692</b>	<b>0.411075</b>
		<b>9</b>	<b>6</b>		<b>96</b>	<b>6</b>	<b>24</b>	
<b>r Table</b>		<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>
<b>Valid / Invalid</b>		<b>Valid</b>	<b>Valid</b>	<b>Invalid</b>	<b>Invalid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>

**ITEM QUESTIONS VALIDITY**  
**(MORPHOLOGICAL KNOWLEDGE)**

No	Students	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27
1	Students 1	0	1	1	1	0	1
2	Students 2	1	1	1	1	1	1
3	Students 3	1	1	1	0	1	0
4	Students 4	1	1	0	1	1	1
5	Students 5	1	1	1	1	1	1
6	Students 6	1	1	1	0	1	1
7	Students 7	1	1	1	1	0	0
8	Students 8	1	0	1	0	1	1
9	Students 9	1	1	1	1	1	1
10	Students 10	1	1	0	1	1	1
11	Students 11	0	0	1	0	1	1
12	Students 12	1	1	0	1	1	0
13	Students 13	1	1	1	1	0	1
14	Students 14	1	1	1	0	1	1
15	Students 15	1	1	1	1	1	1
16	Students 16	0	1	1	1	1	1
17	Students 17	1	1	1	0	0	0
18	Students 18	1	0	1	1	1	1
19	Students 19	1	1	1	1	1	1
20	Students 21	1	1	1	1	1	1
21	Students 22	1	1	1	1	1	0
22	Students 23	0	1	1	1	1	1
23	Students 24	1	1	1	1	1	1
24	Students 25	1	1	0	0	1	1
26	Students 26	0	1	1	1	1	0
27	Students 27	1	1	1	0	0	1
28	Students 28	1	0	1	1	1	1
29	Students 29	1	1	1	1	1	1
30	Students 30	1	1	1	1	1	1
<b>r Correlasion</b>		<b>0,58699</b>	<b>0,36226</b>	<b>-0.121832</b>	<b>0.11335</b>	<b>0.37675</b>	<b>0.66922</b>
<b>r Table</b>		<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>	<b>0,361</b>
<b>Valid / Invalid</b>		<b>Valid</b>	<b>Valid</b>	<b>Invalid</b>	<b>Invalid</b>	<b>Valid</b>	<b>Valid</b>

<b>No</b>	<b>Student's</b>	<b>Score's of Morphological Knowledge</b>
1	Students 1	56
2	Students 2	56
3	Students 3	60
4	Students 4	84
5	Students 5	72
6	Students 6	72
7	Students 7	64
8	Students 8	76
9	Students 9	84
10	Students 10	84
11	Students 11	84
12	Students 12	84
13	Students 13	76
14	Students 14	84
15	Students 15	80
16	Students 16	60
17	Students 17	56
18	Students 18	68
19	Students 19	80
20	Students 20	72
21	Students 21	60
22	Students 22	80
23	Students 23	64
24	Students 24	64
25	Students 25	72
26	Students 26	84
27	Students 27	72
28	Students 28	72
29	Students 29	72
30	Students 30	72
Mean		2162
Score		72.09



## Biography



Wiwit Widodo Nengsih is the author of a scientific thesis with the title **“Investigating EFL Students Morphological Knowledge at TBI IAIN Curup”**. The author was born in Lebong Regency on July 1, 1999. The author is the first of two children born to Mr Haryanto and Mrs. Siti Komariah. The writer's brother's named Jajang Wanda Putra. The author's formal education history is SDN 01 Pinang Belapis, graduated in 2011, SMP 01 Pinang Belapis graduated in 2014. SMK 6 Muhammadiyah Lebong Utara graduate in 2017, and final education at the State Islamic Institute College (IAIN) Curup S1 English Tadris study program academic year 2023, and joined in the Student Activity Unit (UKM) Campus Da'wah Institute (LDK), and Himpunan Mahasiswa Islam (HMI).