

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter is intended to present the result of the data collected on the research. This part covers primary data about the analysis of the sixth students' ability in identifying word formation processes at English Department of Antasari State Institute for Islamic Studies Banjarmasin in academic year 2013/2014 and the most difficult type of word formation processes which students encountered.

In addition, in this part the researcher describes about the result of the research on the field based on the test as the primary data to know about the students' ability in identifying word formation processes and the most difficult type of word formation processes which they encountered.

1. Description About The Sixth Semester Students' Ability in Identifying Word Formation Processes at English Department of Antasari State Institute for Islamic Studies Banjarmasin in Academic Year 2013/2014

This part is intended to present the result of the data analysis. It consists of the result of the study based on fact that found in the research. It covers the students' ability in identifying word formation processes.

Before analyzing the data, the researcher must collect the data first, in order to know the data about the sixth semester students' ability in identifying word formation processes, the researcher accomplished the objective test toward 79 students of sixth semester students at English

Department of Antasari State Institute for Islamic Studies Banjarmasin in academic year 2013/2014 who took Morpho-Syntax subject. The researcher conducted the test on June 16, 2014 at class A. on June 18, 2014 at class B and on June 19, 2014 at class C through 60 minutes for 50 questions.

Based on the result of the test, it is found the data that the highest score is 98 and the lowest score is 53.5. The accumulated score is 6324.5. The students' achievements can be seen on following table.

Table 4.1
The Students' Achievement in Identifying Word Formation Processes

NO	NAME	CLASS	SRN	A	B	C	SCORE
1	AM	A	1101240585	25,5	30	27	82.5
2	AR	A	1101240587	30	36	30	96
3	AQM	A	1101240231	22,5	32	25	79.5
4	AN	A	1101240589	27	38	28	93
5	CF	A	1101240592	19,5	34	27	80.5
6	DI	A	1101240594	24	30	12	66
7	FH	A	1101240630	21	34	30	85
8	FN	A	1101240668	24	32	22	78
9	IR	A	1101240605	30	36	29	95
10	JU	A	1101240607	27	36	28	91
11	JM	A	1101240609	22,5	30	27	79.5
12	LH	A	1101240614	22,5	32	30	87.5
13	LNI	A	1101240616	24	34	29	87
14	LRA	A	1101240617	27	34	28	89
15	MKH	A	1101240672	22,5	26	22	70.5
16	MLI	A	1101240673	22,5	30	22	74.5
17	MKF	A	1101240679	10,5	24	21	55.5
18	MH	A	1101240623	24	34	28	86
19	MO	A	1101240621	25,5	34	29	88.5
20	NM	A	1101240627	25,5	32	29	86.5
21	NL	A	1101240629	19,5	24	21	64.5

Table 4.1 (Continued)

NO	NAME	CLASS	SRN	A	B	C	SCORE
22	NFA	A	1101240637	25,5	38	29	92.5
23	NF	A	1101240638	25,5	32	22	79.5
24	RR	A	1101240683	16,5	26	19	61.5
25	RM	A	1101240685	28,5	38	30	96.5
26	SW	A	1101240657	25,5	38	30	93.5
27	SK	A	1001240652	24	30	15	69
28	YRF	A	1101240235	30	38	30	98
29	AAM	B	1101240582	25,5	30	26	81.5
30	AN	B	1101240584	28,5	30	28	86.5
31	ARD	B	1101240665	24	26	27	77
32	ARH	B	1101240588	25,5	38	30	93.5
33	AZ	B	1101240590	27	32	27	86
34	DA	B	1101240666	15	24	16	55
35	EY	B	1101240597	24	34	30	88
36	FTR	B	1101240601	27	32	26	85
37	HSM	B	1101240669	24	32	19	75
38	HRI	B	1101240670	21	32	15	68
39	JM	B	1101240610	24	30	24	78
40	LMH	B	1101240612	25,5	36	27	88.5
41	LYT	B	1101240613	24	32	26	82
42	NYD	B	1101240631	22,5	32	21	75.5
43	NYN	B	1101240632	22,5	34	30	86.5
44	MDH	B	1101240619	27	30	27	84
45	MRS	B	1101240677	22,5	30	20	72.5
46	RMH	B	1101240641	28,5	34	30	92.5
47	MQRS	B	1101240626	28,5	34	26	88.5
48	RRMN	B	1101240684	27	30	26	83
49	RHNH	B	1101240647	27	36	26	89
50	SNTF	B	1101240649	30	38	30	98
51	SAF	B	1101240650	24	32	29	85
52	SF	B	1101240651	25,5	34	27	86.5
53	SY	B	1101240686	25,5	32	24	81.5
54	UK	B	1101240659	27	34	28	89
55	ABDH	C	1101240660	21	28	29	78
56	AJ	C	1101240661	19,5	32	24	75.5
57	ABDM	C	1101240662	18	26	16	60
58	AUA	C	1101240583	18	30	21	69
59	AUR	C	1101240586	18	32	21	71

Table 4.1 (Continued)

NO	NAME	CLASS	SRN	A	B	C	SCORE
60	AYU	C	1101240606	18	26	24	68
61	EPS	C	1001240598	19,5	32	29	80.5
62	HMDH	C	1101240603	27	38	30	95
63	HJMN	C	1101240625	27	24	30	81
64	KHRS	C	1101240611	22,5	36	30	88.5
65	MHBB	C	1101240674	18	28	21	67
66	MW	C	1101240622	15	30	16	61
67	MRSD	C	1101240675	27	36	30	93
68	MF	C	1101240676	22,5	32	27	81.5
69	MSDH	C	1111241228	10,5	26	26	62.5
70	NURS	C	1101240636	24	32	26	82
71	NURH	C	1101240634	19,5	28	29	76.5
72	NRLH	C	1101240639	16,5	30	23	69.5
73	IS	C	1101240671	27	36	30	93
74	RMTK	C	1101240642	24	24	29	77
75	RMWT	C	1101240643	18	28	14	60
76	RSTI	C	1101240646	24	30	24	78
77	SLSH	C	1101240648	18	26	22	66
78	SPAT	C	1101240656	18	30	28	76
79	ZKFL	C	1101240688	16,5	28	9	53.5
	N = 79						$\sum X = 6324.5$

Note :

A : Multiple Choice

B : Short Answer

C : Listing

To measure the sixth semester students' ability in identifying word formation processes, the researcher applies the mean formula as follow.

(Sudijono, 2012: 81)

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

M : Mean score

$\sum X$: Total Score

N : Scale of Data

$$M = \frac{6324.5}{79}$$

= **80.06 (Excellent Category)**

Based on the data above, the total score is 6324.5 with the mean score is 80.06 shows that the sixth semester students' ability in identifying word formation processes is categorized into excellent category.

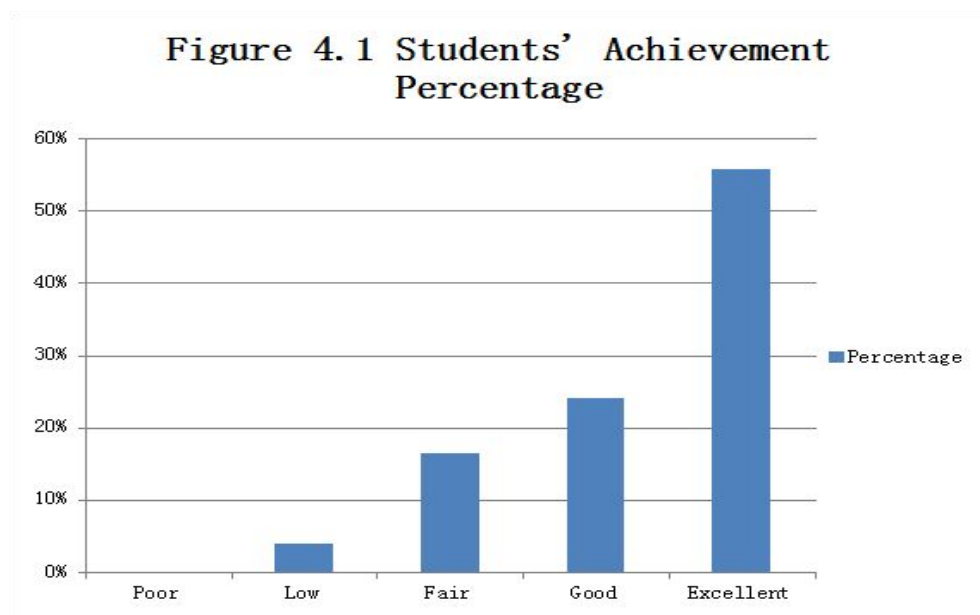
In completing the data presentation, it is necessary to make the students' achievement category made up of the frequency of individual scores. The purpose is to know the students' description of their personal ability. In order to more detail, look at the table below:

Table 4.2
The Frequency Distribution of Students' Achievement Category

No	Students' Achievement	Category	Frequency	Percentage
1	80 – 100	Excellent	44	55.70 %
2	70 - <80	Good	19	24.05 %
3	60 - <70	Fair	13	16.45 %
4	40 - <60	Low	3	3.80 %
5	0 - <40	Poor	0	0 %
Total			79	100

According to the table above, it shows that the students' ability in identifying word formation processes based on its categories, there are 44 students get score between 80 – 100 with percentage 55.70 % categorized

into excellent category, 19 students get score between 70 - < 80 with percentage 24.05 % categorized into good category, 13 students get score between 60 - < 70 with percentage 16.45 % categorized into fair category, 3 students get score between 40 - < 60 with percentage 3.80 % categorized into low category, 0 student get score between 0 - < 40 with percentage 0 % categorized into poor category. In order to more detail, look at the chart below:



2. Description About The Most Difficult Type of Word Formation Processes which Students Encountered.

To find out the most difficult type of word formation processes which students encountered, the researcher presents the data based on the test result by writing all the students' common errors of each test instrument and collects all of the result of each instrument, in order to identify the most difficult type of word formation processes which they encountered.

a. The Most Difficult Type of Word Formation Processes on Multiple Choice

To find out the most difficult type of the word formation processes on multiple choice, the researcher presents the data, as follows:

Table 4.3
The Frequency Distribution of
Students' Common Errors on Multiple Choice

No	Item Number	F	%	Answer Key
1.	1	20	25.32 %	Compounding
2.	2	5	6.33 %	Clipping
3.	3	30	37.97 %	Derivation
4.	4	2	2.53 %	Acronyms
5.	5	28	35.44 %	Conversion
6.	6	20	25.32 %	Blending
7.	7	22	27.85 %	Backformation
8.	8	16	20.25 %	Invention
9.	9	13	16.45 %	Borrowing
10.	10	13	16.45 %	Alphabetisms
11.	11	26	32.91 %	Derivation
12.	12	28	35.44 %	Conversion
13.	13	9	11.39 %	Acronyms
14.	14	14	17.72 %	Aplphabetisms
15.	15	16	20.25 %	Clipping
16.	16	18	22.78 %	Blending
17.	17	28	35.44 %	Compounding
18.	18	9	11.39 %	Borrowing
19.	19	30	37.97 %	Backformation
20.	20	25	31.64 %	Invention

Based on the table above, it can be seen that the data about the students' common errors on multiple choice which consist of 20 items. There are 20 students made error with percentage 25.32 % for item number 1 which the answer key is compounding, 5 students made error with percentage 6.33 % for item number 2 which the answer key is clipping, 30 students made error with percentage 37.97 % for item number 3 which the answer key is derivation, 2 students made error with percentage 2.53 % for item number 4 which the answer key is acronyms, 28 students made error with percentage 35.44 % for item number 5 which the answer key is conversion, 20 students made error with percentage 25.32 % for item number 6 which the answer key is blending, 22 students made error with percentage 27.85 % for item number 7 which the answer key is backformation, 16 students made error with percentage 20.25 % for item number 8 which the answer key is invention, 13 students made error with percentage 16.45 % for item number 9 which the answer key is borrowing, 13 students made error with percentage 16.45 % for item number 10 which the answer key is alphabetisms, 26 students made error with percentage 32.91 % for item number 11 which the answer key is derivation, 28 students made error with percentage 35.44 % for item number 12 which the answer key is conversion, 9 students made error with percentage 11.39 % for item number 13 which the

answer key is acronyms, 14 students made error with percentage 17.72 % for item number 14 which the answer key is alphabetisms, 16 students made error with percentage 20.25 % for item number 15 which the answer key is clipping, 18 students made error with percentage 22.78 % for item number 16 which the answer key is blending, 28 students made error with percentage 35.44 % for item number 17 which the answer key is compounding, 9 students made error with percentage 11.39 % for item number 18 which the answer key is borrowing, 30 students made error with percentage 37.97 % for item number 19 which the answer key is backformation, and 25 students made error with percentage 31.64 % for item number 20 which the answer key is invention.

In addition, because of every type of word formation processes have discussed 2 times on multiple choice, the researcher presents the data collectively based on the data above, as follows:

Table 4.4
The Frequency Distribution of
Students' Common Errors on Multiple Choice Collectively

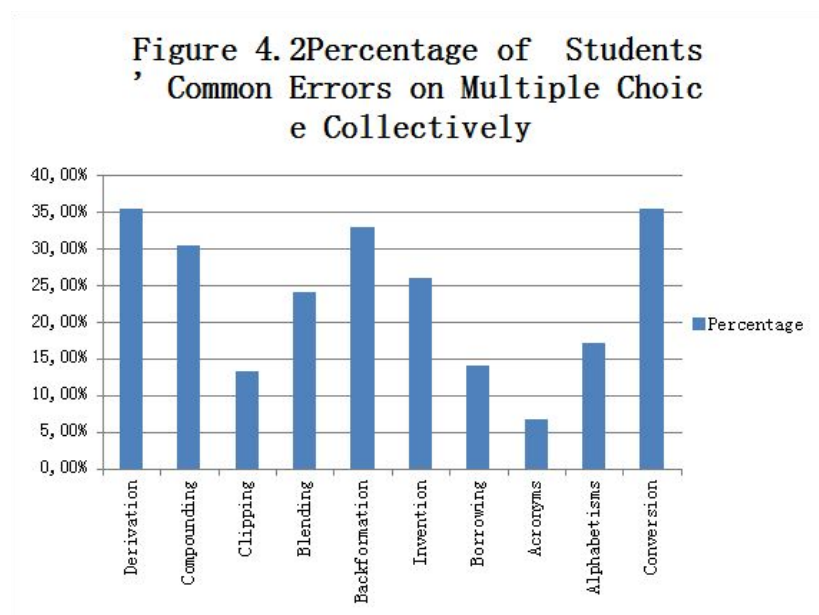
No	Item Numbers	Types of Word Formation Processes	F	%
1.	3, 11	Derivation	56	35.44 %
2.	1, 17	Compounding	48	30.39 %
3.	2, 15	Clipping	21	13.29 %
4.	6, 16	Blending	38	24.05 %
5.	7, 19	Backformation	52	32.91 %
6.	8, 20	Invention	41	25.95 %

Table 4.4 (Continued)

7.	9, 18	Borrowing	22	13.92 %
8.	4, 13	Acronyms	11	6.96 %
9.	10, 14	Alphabetisms	27	17.09 %
10.	5, 12	Conversion	56	35.44 %

According to the table above, it can be seen that the data about the students' common errors on multiple choice collectively which consist of 10 types and have discussed 2 times of 20 items. There are 56 students made error with percentage 35.44 % for item number 3 and 11 which the type of word formation processes is derivation, 48 students made error with percentage 30.39 % for item number 1 and 17 which the type of word formation processes is compounding, 21 students made error with percentage 13.29 % for item number 2 and 15 which the type of word formation processes is clipping, 38 students made error with percentage 24.05 % for item number 6 and 16 which the type of word formation processes is blending, 52 students made error with percentage 32.91 % for item number 7 and 19 which the type of word formation processes is backformation, 41 students made error with percentage 25.95 % for item number 8 and 20 which the type of word formation processes is invention, 22 students made error with percentage 13.92 % for item number 9 and 18 which the type of word formation processes is borrowing, 11 students made error

with percentage 6.96 % for item number 4 and 13 which the type of word formation processes is acronyms, 27 students made error with percentage 17.09 % for item number 10 and 14 which the type of word formation processes is alphabetisms, 56 students made error with percentage 35.44 % for item number 5 and 12 which the type of word formation processes is conversion. In order to more detail, look at the chart below:



In conclusion, the most difficult type of word formation processes which students encountered on multiple choice are derivation and conversion with percentage 35.44 % severally.

b. The Most Difficult Type of Word Formation Processes on Short Answer

To find out the most difficult type of word formation processes on short answer, the researcher presents the data, as follows:

Table 4.5
The Frequency Distribution of
Students' Common Errors on Short Answer

No	Item Number	F	%	Answer Key
1.	1	20	25.32 %	Derivation
2.	2	8	10.13 %	Blending
3.	3	25	31.64 %	Backformation
4.	4	4	5.06 %	Acronyms
5.	5	7	8.84 %	Compounding
6.	6	48	60.76 %	Conversion
7.	7	10	12.66 %	Alphabetisms
8.	8	4	5.06 %	Clipping
9.	9	11	13.93 %	Borrowing
10.	10	24	30.38 %	Invention
11.	11	2	2.53 %	Clipping
12.	12	13	16.45 %	Alphabetisms
13.	13	8	10.13 %	Compounding
14.	14	13	16.45 %	Borrowing
15.	15	22	27.85 %	Backformation
16.	16	16	20.25 %	Derivation
17.	17	59	74.68 %	Conversion
18.	18	26	32.91 %	Invention
19.	19	7	8.84 %	Blending
20.	20	3	3.80 %	Acronyms

Based on the table above, it can be seen that the data about the students' common errors on short answer which consist of 20 items. There are 20 students made error with percentage 25.32 % for item number 1 which the answer key is derivation, 8 students made

error with percentage 10.13 % for item number 2 which the answer key is blending, 25 students made error with percentage 31.64 % for item number 3 which the answer key is backformation, 4 students made error with percentage 5.06 % for item number 4 which the answer key is acronyms, 7 students made error with percentage 8.84 % for item number 5 which the answer key is compounding, 48 students made error with percentage 60.76 % for item number 6 which the answer key is conversion, 10 students made error with percentage 12.66 % for item number 7 which the answer key is alphabetisms, 4 students made error with percentage 5.06 % for item number 8 which the answer key is clipping, 11 students made error with percentage 13.93 % for item number 9 which the answer key is borrowing, 24 students made error with percentage 30.38 % for item number 10 which the answer key is invention, 2 students made error with percentage 2.53 % for item number 11 which the answer key is clipping, 13 students made error with percentage 16.45 % for item number 12 which the answer key is alphabetisms, 8 students made error with percentage 10.13 % for item number 13 which the answer key is compounding, 13 students made error with percentage 16.45 % for item number 14 which the answer key is borrowing, 22 students made error with percentage 27.85 % for item number 15 which the answer key is backformation, 16 students made error with percentage 20.25 % for

item number 16 which the answer key is derivation, 59 students made error with percentage 74.68 % for item number 17 which the answer key is conversion, 26 students made error with percentage 32.91 % for item number 18 which the answer key is invention, 7 students made error with percentage 8.84 % for item number 19 which the answer key is blending, and 3 students made error with percentage 3.80 % for item number 20 which the answer key is acronyms.

In addition, because of every type of word formation processes have discussed 2 times on short answer, the researcher presents the data collectively based on the data above, as follows:

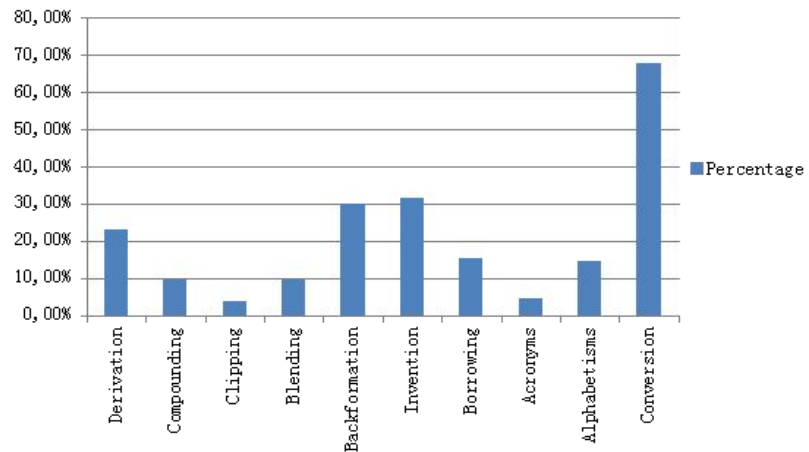
Table 4.6
The Frequency Distribution of
Students' Common Errors on Short Answer Collectively

No	Item Numbers	Types of Word Formation Processes	F	%
1.	1, 16	Derivation	36	22.79 %
2.	5, 13	Compounding	15	9.49 %
3.	8, 11	Clipping	6	3.80 %
4.	2, 19	Blending	15	9.49 %
5.	3, 15	Backformation	47	29.79 %
6.	10, 18	Invention	50	31.65 %
7.	9, 14	Borrowing	24	15.19 %
8.	4, 20	Acronyms	7	4.43 %
9.	7, 12	Alphabetisms	23	14.56 %
10.	6, 17	Conversion	107	67.72 %

According to the table above, it can be seen that the data about the students' common errors on short answer collectively which consist of 10 types and have discussed 2 times of 20 items. There are 36 students made error with percentage 22.79 % for item number 1 and 16 which the type of word formation processes is derivation, 15 students made error with percentage 9.49 % for item number 5 and 13 which the type of word formation processes is compounding, 6 students made error with percentage 3.80 % for item number 8 and 11 which the type of word formation processes is clipping, 15 students made error with percentage 9.49 % for item number 2 and 19 which the type of word formation processes is blending, 47 students made error with percentage 29.79 % for item number 3 and 15 which the type of word formation processes is backformation, 50 students made error with percentage 31.65 % for item number 10 and 18 which the type of word formation processes is invention, 24 students made error with percentage 15.19 % for item number 9 and 14 which the type of word formation processes is borrowing, 7 students made error with percentage 4.43 % for item number 4 and 20 which the type of word formation processes is acronyms, 23 students made error with percentage 14.56 % for item number 7 and 12 which the type of word formation processes is alphabetisms, 107 students made error with percentage 67.72 % for item number 6 and 17 which the type of word formation

processes is conversion. In order to more detail, look at the chart below:

Figure 4.3 Percentage of Students' Common Errors on Short Answer Collectively



In conclusion, the most difficult type of word formation processes which students encountered on short answer is conversion with percentage 67.72 %.

c. The Most Difficult Type of Word Formation Processes on Listing

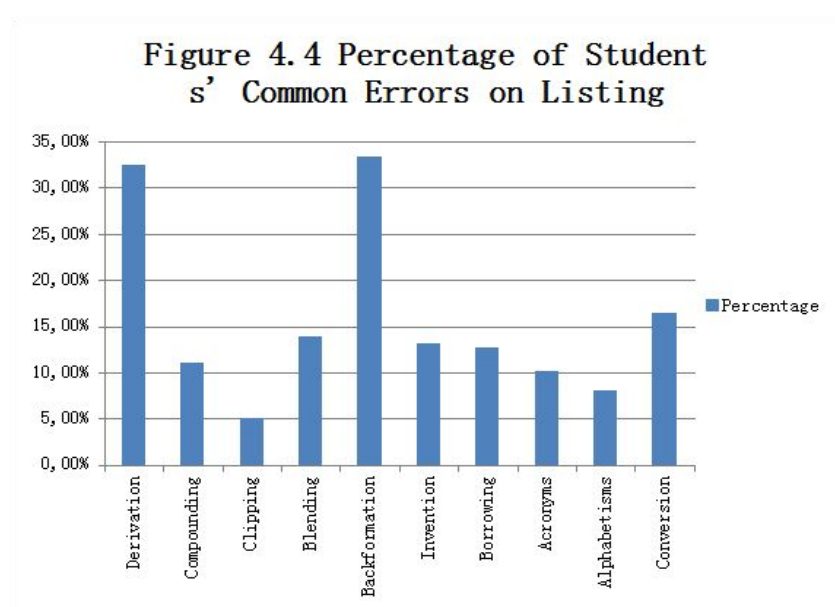
To find out the most difficult type of word formation processes on listing, the researcher presents the data, as follows:

Table 4.7
The Frequency Distribution of
Students' Common Errors on Listing

No	Item Number	Types of Word Formation Processes	F	%
1.	1	Derivation	77	32.49 %
2.	2	Compounding	26	10.97 %
3.	3	Clipping	12	5.06 %
4.	4	Blending	33	13.92 %
5.	5	Backformation	79	33.33 %
6.	6	Invention	31	13.08 %
7.	7	Borrowing	30	12.66 %
8.	8	Acronyms	24	10.13 %
9.	9	Alphabetisms	19	8.02 %
10.	10	Conversion	39	16.45 %

Based on the table above, it can be seen that the data about the students' common errors on listing which consist of 10 items. There are 77 students made error with percentage 32.49 % for item number 1 which the type of word formation processes is derivation, 26 students made error with percentage 10.97 % for item number 2 which the type of word formation processes is compounding, 12 students made error with percentage 5.06 % for item number 3 which the type of word formation processes is clipping, 33 students made error with percentage 13.92 % for item number 4 which the type of word formation processes is blending, 79 students made error with percentage 33.33 % for item number 5 which the type of

word formation processes is backformation, 31 students made error with percentage 13.08 % for item number 6 which the type of word formation processes is invention, 30 students made error with percentage 12.66 %for item number 7 which the type of word formation processes is borrowing, 24 students made error with percentage 10.13 % for item number 8 which the type of word formation processes is acronyms, 19 students made error with percentage 8.02 % for item number 9 which the type of word formation processes is alphabetisms, 39 students made error with percentage 16.45 % for item number 10 which the type of word formation processes is conversion. In order to more detail, look at the chart below:



In conclusion, the most difficult type of word formation processes which students encountered on listing is backformation with percentage 33.33 %.

In order to find out the most difficult type of word formation processes, the researcher collects all of the result of each test instrument, as follows:

Table 4.8
The Frequency Distribution of
Students' Common Errors on Test Instruments

No.	Type of Word Formation Processes	Test Instruments			Mean
		Multiple Choice	Short Answer	Listing	
		%	%	%	
1.	Derivation	35.44 %	22.79 %	32.49 %	30.24 %
2.	Compounding	30.39 %	9.49 %	10.97 %	16.95 %
3.	Clipping	13.29 %	3.80 %	5.06 %	7.38 %
4.	Blending	24.05 %	9.49 %	13.92 %	15.82 %
5.	Backformation	32.91 %	29.79 %	33.33 %	32.01 %
6.	Invention	25.95 %	31.65 %	13.08 %	23.56 %
7.	Borrowing	13.92 %	15.19 %	12.66 %	13.93 %
8.	Acronyms	6.96 %	4.43 %	10.13 %	7.18 %
9.	Alphabetisms	17.09 %	14.56 %	8.02 %	13.23 %
10.	Conversion	35.44 %	67.72 %	16.45 %	39.87 %

Based on the table above, it can be seen that the data about the average or final result of each test instrument which consist of 10 types of word formation processes and every type have discussed 5 times at all test instruments. The data shows that the most difficult type of word formation processes which students encountered is conversion with percentage 39.87 % categorized into low difficulties level category.

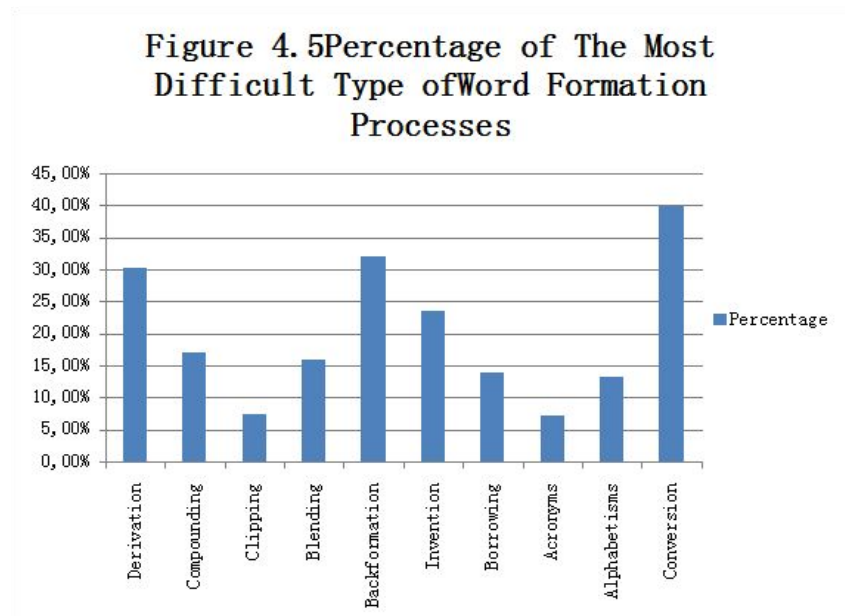
In completing the data presentation, it is necessary to make the difficulties level category made up of the percentage of each test instrument. The purpose is to know the difficulties' description of every type of word formation processes. In order to more detail, look at the table below:

Table 4.9
The Frequency Distribution of Difficulties Level Category

No	Type of Word Formation Processes	Difficulties Level	Category
1.	Derivation	30.24 %	Low
2.	Compounding	16.95 %	Poor
3.	Clipping	7.38 %	Poor
4.	Blending	15.82 %	Poor
5.	Backformation	32.01 %	Low
6.	Invention	23.56 %	Low
7.	Borrowing	13.93 %	Poor
8.	Acronyms	7.18 %	Poor
9.	Alphabetisms	13.23 %	Poor
10.	Conversion	39.87 %	Low

According to the table above, it shows that the difficulties level of every type of word formation processes based on its categories, First type is derivation with difficulties level 30.24 % categorized into low category, second type is compounding with difficulties level 16.95 % categorized into poor category, third type is clipping with difficulties level 7.38 % categorized into poor category, fourth type is blending with difficulties level 15.82 % categorized into

poor category, fifth type is backformation with difficulties level 32.01 % categorized into low category, sixth type is invention with difficulties level 23.56 % categorized into low category, seventh type is borrowing with difficulties level 13.93 % categorized into poor category, eighth type is acronyms with difficulties level 7.18 % categorized into poor category, ninth type is alphabetisms with difficulties level 13.23 % categorized into poor category, tenth type is conversion with difficulties level 39.87 % categorized into low category. In order to more detail, look at the chart below:



B. Discussion

After all of the data have been completed and presented in findings, then the researcher analyzes them. Discussion is needed to answer the statement of problem and and interpreting the findings based on the related theoretical review, more clearly will be explained as follows:

1. The Sixth Semester Students' Ability in Identifying Word Formation Processes at English Department of Antasari State Institute for Islamic Studies Banjarmasin in Academic Year 2013/2014

The previous presented data showed that the students' ability in identifying the word formation processes based on its categories, there are 44 students get score between 80 – 100 with percentage 55.70 % categorized into excellent category, 19 students get score between 70 - < 80 with percentage 24.05 % categorized into good category, 13 students get score between 60 - < 70 with percentage 16.45 % categorized into fair category, 3 students get score between 40 - < 60 with percentage 3.80 % categorized into low category, 0 student get score between 0 - < 40 with percentage 0 % categorized into poor category. The total score is 6324.5 of 79 students with the mean score is 80.06. It shows that the sixth semester students' ability in identifying word formation processes is categorized into excellent category.

However, the researcher interprets that the sixth semester students ability in identifying word formation processes at English Department of Antasari State Institut for Islamic Studies Banjarmasin in academic year 2013/2014 is excellent. Most of them can identify word formation

processes very well, even though there are some types of word formation processes still difficult for them to identify.

Moreover, the researcher analyzes why the result of the students' ability in identifying word formation processes categorized into excellent category is. Based on the researcher's experience and the opened interview with some sixth semester students who took Morpho-Syntax, the researcher concludes that is because of a lot of exercises, rich of materials and lecturer's educational background.

2. The Most Difficult Type of Word Formation Processes which Students Encountered

Based on the presented data on the previous subchapter about the students' common errors of each test instrument and all of the result of each instrument, the researcher found that the most difficult type of word formation processes which students encountered on multiple choice are derivation and conversion with percentage 35.44 % severally, on short answer is conversion with percentage 67.72 %, and on listing is backformation with percentage 33.33 %. Moreover, to identify the most difficult type of word formation processes which students encountered, the researcher collects all of the result of each instrument which the most difficult type of word formation processes which they encountered is conversion with percentage 39.87 %. In order to more clear, the researcher explains the result of each test instruments and collectively.

a. The Most Difficult Type of Word Formation Processes on Multiple Choice

According to the table 4.4, there are 56 students made error for item number 3 and 11 which the type of word formation processes is derivation and 56 students made error for item number 5 and 12 which the type of word formation processes is conversion.

In addition, the researcher checks and analyzes for item number 3, 11, 5 and 12 related with the most students' common errors on multiple choice. For item number 3 and 11 have discussed about conversion, whereas, mostly of them responded with derivation. In other side, for number 5 and 12 have discussed about derivation, whereas, mostly of the them responded with conversion.

In conclusion, the researcher interprets that mostly of the students still confused about the process of derivation and conversion. Derivation is the process of making new words by adding prefixes and suffixes (McCarthy, O'Keeffe & Walsh 2010: 02). While, conversion is occurs when one part of speech in converted into another part of speech, without any derivational affixation (Murcia & Freeman, 1999: 36). Based on both definitions above proof that derivation and conversion have different meaning, yet there are some students' can not distinguish and recognize the process both of them.

b. The Most Difficult Type of Word Formation Processes on Short Answer

According to the table 4.6, there are 107 students made error for item numbers 6 and 17 which the type of word formation processes is conversion.

In addition, the researcher checks and analyzes for item number 6 and 17 related with the most students' common errors on short answer. For item number 6 and 17 have discussed about conversion, whereas, mostly of them responded with derivation.

In conclusion, the researcher assumes that mostly of the students can not distinguish the rules between conversion and derivation rules (look at the table 2.1 and 2.2)

c. The Most Difficult Type of Word Formation Processes on Listing

According to the table 4.7, there are 79 students made error for item number 5 which the type of word formation processes is backformation.

In addition, the researcher checks and analyzes for item number 5 related with the most students' common errors on listing. For item number 5 have discussed about backformation which the students asked to list 3 examples of backformation, whereas mostly of them listed with conversion and some of them did not list.

In conclusion, the reseacher assumes that mostly of the students do not understand about the process of backformation. Yule (2006:

56) tells that backformation is a very specialized type of reduction process. For example of backformation is the process whereby the noun *television* first came into use and then the verb *televise* was created from it.

In order, based on the table 4.8, it shows that the most difficult type of word formation processes which students encountered is conversion with percentage 39.87 % categorized into low difficulties level category.

However, the researcher interprets that the sixth semester students at English Department of Antasari State Institut for Islamic Studies Banjarmasin in academic year 2013/2014 are mostly of them still confused about conversion and can not distinguish the rules or the process between conversion and derivation.