

II. FRAME OF THEORIES

This chapter discusses some aspects; notion of vocabulary, notion of derivational affixes explication, notion of translation, notion of teaching vocabulary, the procedures of teaching vocabulary, theoretical assumption, and hypothesis classified like the followings.

2.1 Notion of Vocabulary

Since language is a means of communication, vocabulary has an important role in learning language. In other words, vocabulary is the basic element of language that will make the language meaningful. Literally, vocabulary is the total number of words (with rules for combining them) which makes up a language. Moreover, vocabulary is the list of words, usually arranged alphabetically and defined, explained or translated into the range of language, the stock of words at person's command, the words used in particular work, the branch of a subject language". Wallace (1982:9) adds that "vocabulary is the vital aspect of the language". In brief, vocabulary can be defined as a number of words used by people to produce a language in their life and as one uses the language for communication, without vocabulary one cannot use language as effectively.

Furthermore, Rivers (1970: 462) says that “it would be impossible to learn a language without vocabulary”. This suggests that without vocabulary the students cannot reach their purpose in learning language that is aimed to communicate. This statement is supported by Wilkins (1972:3) who says that “without grammar little things can be conveyed but without vocabulary nothing can be conveyed”. One can express his opinion to the other without thinking of grammar, whereas, one cannot express opinion to others without having sufficient vocabulary. So vocabulary plays an important role in a language formation.

As quoted from Shiotsu (2010:22), Richard says vocabulary is defined as a set of lexemes (the smallest unit in the meaning system of a language distinguishable from other similar units), including single words, compound words, and idioms. Firstly, words are thought of as the smallest meaningful unit of speech that can stand by themselves. Second, as quoted from Scalise & Vogel (2010:5) Harley asserts compound word as a word-sized unit containing two or more roots. Furthermore, Croft & Cruse (2004:230) say that idioms are grammatical units larger than a word which are idiosyncratic in some respect. Basically, this study focuses on the analysis of single word in terms of content words.

Fries (1974: 4) states that Content words represent:

Noun is a word used as the name of a person, place or thing. According to Frank (1972: 6), based on the meaning, noun can be classified into Proper noun, Concrete noun, Abstract noun, Countable, Collective noun

- a. Verb is action done by with those things. Frank (1972: 47) mentions that verbs can be classified into The predicating or linking verbs, Transitive verbs or intransitive verbs, Reflexive verbs, Auxiliary verbs, Finite or Non-finite verbs
- b. Adjective is a word used with a noun to add something to its meaning or qualities of the things. Frank (1972: 109) categorizes the types of adjectives into three, they are:

1. Determiners

- a) Article is a word that combines with a noun to indicate the type of reference being made by the noun for instance, a, an, and the.
- b) Demonstrative adjectives are the adjectives are used to show whether the noun they refer to is singular or plural, and whether the noun is located near to or far from the speaker for instance, these, this, that, those, and what.
- c) Possessive adjective is used to show ownership or possession, for instance, my, his, her, its, our, their, and your.
- d) Numeral adjective is an adjective that modifies the quantity of things that noun denotes, for instance, one, two, first, second, once, twice, etc.
- e) Adjective of indefinite quantity is adjective that tell how much or how many, for instance, some, several, any, etc.
- f) Relative and interrogative adjective, for instance, which and what.

2. Descriptive adjective

- a) Proper adjective derived from proper nouns; such as, "an old *English* manuscript," "the *Christian* pearl of charity," "the well-curb had a *Chinese* roof," "the *Roman* writer Palladius. "

- b) Participial adjective which are either pure participles used to describe, or participles which have lost all verbal force and have no function except to express quality. Example is, "The *healing* power of the Messiah," "The *shattering* sway of one strong arm," "*trailing* clouds," "The *shattered* squares have opened into line," "It came on like the *rolling* simoom," "God tempers the wind to the *shorn* lamb.
3. Compound adjective, for instance, four-foot table; part-time worker; all-too-common error; red-blooded hero; green-eyed monster, etc.
- c. Adverb is how the action done. Frank (1972: 148) summarizes the category of adverbs into:
1. Adverbs of manner tell us how something happens, for instance, beautifully, quickly, loudly, etc.
 2. Adverbs of place indicate where something happens for instance, in the school, at police station, etc.
 3. Adverbs of time indicate where something happens, for instance, in the morning, two weeks ago, last night, etc.
 4. Adverbs of frequency are adverbs of time to show how frequently are, for instance, usually, never, seldom, etc.
 5. Adverbs of degree tell us the strength or intensity of something that happens, for instance, Almost, nearly, quite, just, too, enough, etc.

2.2 Notion of Derivational Affixes Explication

Neufel and Webb (1984) in Simanjuntak (1988:64) say that “root is the basic element of any word that gives its meaning”. In other word, the root is a stem consisting of one morpheme only. Morpheme, as the smallest meaningful unit of language, can be divided into two types. They are free and bound morphemes. Boey (1975:38) says that “a free morpheme is a word which can stand alone, for example: *book, pencil, tiger, give*. Another morpheme is called bound morphemes. Bound morphemes are also classified as affixes; for example: *un, re, miss, ity*, etc.

Boey (1975:39) says that “affixes are divided into prefixes, infixes and suffixes, according to the way they combine with the base of stem”. Prefixes occur before the root, for instance, (*un*) tidy, (*pre*) school, and (*dis*) like. Infixes occur in the middle of the root. But English has no infixes. Suffixes occur after the root, for example, king (*ness*), angry (*ly*), teach (*er*), and judge (*ment*).

Furthermore, according to Lamb (1963:17) “a prefix is a combination of letters placed before a word root to modify the meaning of the original word”. Some of the common prefixes are: *a-* as in *amoral* example, *conducting sexual harassment is committed as amoral*, *bi-* as in *bicycle* example, *I have a new bicycle*, *dis-* as in *disable* example, *He is disable in writing using left hand*, *ex-* as in *export* example, *My father exports Lampung Coffee to England*, *fore-* as in *forehead* example, *My forehead is wide*, *im-* as in *impossible* example, *It is impossible to live without foods*, each of which has its own meaning. A suffix is a combination of letters placed after a

word root to clarify the meaning of the word or to indicate person, number, tense, and mood. These word endings that clarify meaning are called inflections. Some of the common suffixes are: *-able* as in *readable* example, *this book is readable*, *-ible* as in *responsible* example, *The maids are responsible to clean this house*, *-al* as in *magical* example, *The witch has magical stick*, *-ent* as in *different* example, *It is different between man women*, *-er* as in *teacher* example, *I am a teacher in senior high school*, *-nese* as in *Chinese* example, *My mother is a Chinese woman*, *-or* as in *dictator* example, *Soeharto was associated with a dictator*, *-ion* as in *confession* example, *After hours of questioning by police, she made a full confession.*

From the statement and the examples above, it can be said that English affixes can be divided into two types i.e. prefixes and suffixes, whereas infixes are not used in English because English has no infixes. Both prefixes and suffixes cannot occur in isolation, because they do not have meaning by themselves. They must be combined with the base to form new word. Prefixes occur before the base and suffixes occur after the base.

Lamb (1963:20) says that “most words in English are derivative, that is, they are derived from other words”. A derivative always consists of a stem, or main syllable, and one or more prefixes and/ or suffixes. Sometimes a word will have more than one prefix and/ or suffix.

Denhan and Lobeck (2009:150) adds that “derivation affix is affix that attaches to a morpheme or word to derive a new word”. It may alter the part of speech, for

example, *teach*, *build*, *sweep* are verbs, but if they are adding an affix *er* they become nouns, *teacher*, *builder*, *sweeper*. However, the part of speech is sometimes not changed by a derivational affix, for example, *like* and *dislike* are both verbs: *true* and *untrue* are both adjectives.

These are basically the list of prefixes and suffixes that change parts of speech of the base-word:

1. To change noun form into verb can be done by adding prefixes, such as: *be-*, *en-*, for examples:
 - a. *Be-* combined with fog (noun) becomes befog (verb) such as in *Some regulations befog me.*
 - b. *En-* combined with gulf (noun) becomes engulf (verb) such as in *The reporters engulf Justin Bieber.*
2. To change adjective form into verb can be done by adding prefix, such as: *be-*.
 - a. *Be-* combined with calm (adjective) becomes becalm (verb) such as in *The songs of Maher Zain always becalm my mind.*
3. To change verb form into noun can be done by adding suffixes, such as: *-tion*, *-sion*, *-er*, *-ment*, *-ant*, *-ent*, *-age*, *-al*, *-ence*, *-ance*, *-ery*, *-ry*.
 - a. *-tion* combined with describe (verb) becomes description (noun) such as in *I need clear description about her.*
 - b. *-sion* combined with admit (verb) becomes admission (noun) such as in *Admission is by invitation only.*
 - c. *-er* combined with teach (verb) becomes teacher (noun) such as in *I am a teacher.*

- d. *-ment* combined with argue (verb) becomes argument (noun) such as in *His argument is strong.*
 - e. *-ant* combined with assist (verb) becomes assistant (noun) such as in *The manager hired a new assistant.*
 - f. *-ent* combined with study (verb) becomes student (noun) such as in *Thomas is a high school student.*
 - g. *-age* combined with break (verb) becomes breakage (noun) such as in *My father protects the house against breakage.*
 - h. *-al* combined with propose (verb) becomes proposal (noun) such as in *It takes so long to finish my script proposal.*
 - i. *-ence* combined with prefer (verb) becomes preference (noun) such as in *It is a matter of personal preference.*
 - j. *-ance* combined with endure (verb) becomes endurance (noun) such as in *This event tests both physical and mental endurance.*
 - k. *-ery* combined with rob (verb) becomes robbery (noun) such as in *Robbery becomes serious problem in Lampung.*
4. To change adjective form into noun can be done by adding suffixes, such as: *-ity, -ness, -cy.*
- a. *-ity* combined with able (adjective) becomes ability (noun), such as in *My son has musical ability.*
 - b. *-ness* combined with dark (adjective) becomes darkness (noun), such as in *It depends on the darkness of your skin.*

f. –less combined with end (verb) becomes endless (adjective), such as in *It was an endless love story.*

7. To change noun form into adjective can be done by adding suffixes, such as: -

al, -esque, -y, -less, -ful, -ious, -ful, -ous, -ive, -ic, -ical, -ish.

a. –al combined with politic (noun) becomes political (adjective), such as in *Indonesia has a lot political parties.*

b. –esque combined with picture (noun) becomes picturesque (adjective), such as in *The foreign tourists require some picturesque cottages.*

c. –y combined with sleaze (noun) becomes sleazy (adjective), such as in *I do not want to go to that sleazy bar.*

d. –less combined with meaning (noun) becomes meaningless (adjective), such as in *The words of him are meaningless.*

e. –ful combined with fancy (noun) becomes fanciful (adjective), such as in *This home is so fanciful.*

f. –ous combined with danger (noun) becomes dangerous (adjective), such as in *This TV program is so dangerous for children.*

g. –ive combined with effect (noun) becomes effective (adjective), such as in *Picture is an effective media for teaching.*

h. –ical combined with music (noun) becomes musical (adjective), such as in *Krisdayanti held a musical drama.*

i. –ic combined with myth (noun) becomes mythic (adjective), such as in *Nyi Roro Kidul is a mythic figure.*

- j. *-ish* combined with fiend (noun) becomes fiendish (adjective), such as in *I got some fiendish problem.*
8. To change noun form into verb can be done by adding suffixes, such as: *-ize*, *-ate*, *-fy*, *-en*.
- a. *-ize* combined with symbol (noun) becomes symbolize (verb), such as in *Cotton and paddy symbolize prosperity.*
- b. *-ate* combined with active (noun) becomes activate (verb), such as in *I always activate the CCTV every day.*
- c. *-fy* combined with solid (noun) becomes solidify (verb), such as in *The mixture will solidify into toffee.*
- d. *-en* combined with strength (noun) becomes strengthen (verb), such as in *The celebration of Independence Day will strengthen our nationalism.*

These are the lists of derivational affixes or the prefixes and suffixes that do not change the part of speech

1. Prefix added to verb : *re-*, *dis-*, *over-*, *un-*, *mis-*, *out-*, *be-*, *co-*, *de-*, *fore-*, *inter-*, *pre-*, *sub-*, *trans-*, *under-*
- a. *re-* combined with install(verb) becomes reinstall (verb), such as in *I have to reinstall my computer.*
- b. *dis-* combined with appear (verb) becomes disappear (verb), such as in *My pens disappear as soon as I buy them.*

- c. *over-* combined with *came* (verb) becomes *overcame*(verb), such as in *In the semifinal game, Taufik and Greysia easily overcame Lin Dan and Fu Hai Feng.*
- d. *un-* combined with *plug* (verb) becomes *unplug* (verb), such as in *You must unplug the cable connector before uncover it.*
- e. *mis-* combined with *lead* (verb) becomes *mislead* (verb), such as in *Muhammad Kaddafi mislead his county.*
- f. *out-* combined with *number* (verb) becomes *outnumber* (verb), such as in *In this profession women outnumber men by two to one.*
- g. *be-* combined with *moan* (verb) becomes *bemoan* (verb), such as in *They always bemoan her a lot.*
- h. *co-* combined with *operate* (verb) becomes *cooperate* (verb), such as in *The witnesses cooperate well with the police.*
- i. *de-* combined with *activate* (verb) becomes *deactivate* (verb), such as in *I want to deactivate my account on Facebook since it has been blocked by someone.*
- j. *fore-* combined with *cast* (verb) becomes *forecast* (verb), such as in *BMG and PMI forecast that tsunami will not happen in Aceh.*
- k. *inter-* combined with *face* (verb) becomes *interface* (verb), such as in *The manager of PLN would like to interface the central office with branch office.*

- l. *pre-* combined with teach (verb) becomes pre-teach (verb), such as in *The teacher should pre-teach the students about the materials that will be tested.*
- m. *sub-* combined with divide (verb) becomes subdivide (verb), such as in *The government would subdivide Lampung into seven regencies.*
- n. *trans-* combined with form (verb) becomes transform (verb), such as in *The students are required to transform the negative sentences into positive sentences.*
- o. *under-* combined with achieve (verb) becomes underachieve (verb), such as in *I often underachieve the score in English lesson.*
2. Prefix added to noun : *anti-* , *auto-* , *bi-* , *co-*, *counter-* , *dis-*, *ex-*, *hyper-* , *in-*, *inter-* *kilo-* , *mal-* , *mega-* , *mis-*, *mini-* , *mono-* , *neo-* , *out-*, *poly-* *pseudo-* , *re-* , *semi-* , *sub-* , *super-* , *tele-*, *tri-* , *ultra-* , *under-*, *vice-* .
- a. *anti-* combined with climax (noun) becomes anticlimax (noun), such as in *That movie was not good since it had vague anticlimax.*
- b. *auto-* combined with biography (noun) becomes autobiography (noun), such as in *The autobiography of Soekarno was sold out.*
- c. *bi-* combined with cycle(noun) becomes bicycle (noun), such as in *He got on his bicycle.*
- d. *co-* combined with pilot (noun) becomes co-pilot (noun), such as in *A pilot is usually assisted with a co – pilot to fly an aero plane.*

- e. *counter-* combined with attack (noun) becomes counter-attack (noun), such as in *Barcelona F.C. could defeat Real Madrid because they had good counter – attack.*
- f. *dis-* combined with advantage (noun) becomes disadvantage (noun), such as in *One major disadvantage of that area is lack of transportation.*
- g. *ex-* combined with wife (noun) becomes ex-wife (noun), such as in *Krisdayanti is the ex-wife of Anang Hermansyah.*
- h. *hyper-* combined with tension (noun) becomes hypertension (noun), such as in *My father is getting blood hypertension.*
- i. *in-* combined with ability (noun) becomes inability (noun), such as in *Some families go without medical treatment because of their inability to pay.*
- j. *inter-* combined with section (noun) becomes intersection (noun), such as in *Since SBY will visit Lampung, every single intersection is kept by police.*
- k. *kilo-* combined with byte (noun) becomes kilobyte (noun), such as in *The speed of internet access is about 256 kilobytes.*
- l. *mal-* combined with function (noun) becomes malfunction (noun), such as in *The computer does not work because there is malfunction in the processor.*
- m. *mega-* combined with mall (noun) becomes megamall (noun), such as in *Governor of Lampung will build a megamall in South Lampung.*

- n. *mis-* combined with understanding (noun) becomes misunderstanding (noun), such as in *They broke up because of misunderstanding.*
- o. *mono-* combined with rail (noun) becomes monorail (noun), such as in *I always go to office via monorail.*
- p. *neo-* combined with liberalism (noun) becomes neoliberalism (noun), such as in *SBY is accused for his neoliberalism .*
- q. *out-* combined with age (noun) becomes outage (noun), such as in *Bandar Lampung is facing the power outage.*
- r. *poly-* combined with clinic (noun) becomes polyclinic (noun), such as in *My boyfriend works at polyclinic as a janitor.*
- s. *pseudo-* combined with science (noun) becomes pseudoscience (noun), such as in *We learn about pseudoscience, so we should stop learning it.*
- t. *re-* combined with orientation (noun) becomes reorientation (noun), such as in *A narrative text has reorientation to show the message of the story.*
- u. *sub-* combined with way (noun) becomes subway (noun), such as in *She takes the subway to her office.*
- v. *semi-* combined with final (noun) becomes semifinal (noun), such as in *Greysia will defeat Susi in the semifinal round tomorrow.*
- w. *super-* combined with man (noun) becomes superman (noun), such as in *Ade Rai seems like a superman.*
- x. *tele-* combined with vision (noun) becomes television(noun), such as in *Television is a means of communication.*

- y. *tri-* combined with cycle (noun) becomes tricycle (noun), such as in *My child is still learning to ride a tricycle.*
 - z. *ultra-* combined with sound (noun) becomes ultrasound (noun), such as in *Ultrasound lets pregnant women know the condition of the babies.*
 - aa. *under-* combined with ground (noun) becomes underground (noun), such as in *We live in underground.*
 - bb. *vice-* combined with president (noun) becomes vice-president (noun), such as in *Boediono is the vice-president of Indonesia.*
3. Prefix added to adjective: *un-*, *im-*, *ir-*, *il-*, *non-*, *dis-*.
- a. *un-* combined with happy (adjective) becomes unhappy (adjective), such as in *This movie has unhappy ending.*
 - b. *im-* combined with possible (adjective) becomes impossible (adjective), such as in *It is impossible to climb Fujiyama mountain now.*
 - c. *ir-* combined with regular (adjective) becomes irregular (adjective), such as in *The students must memorize 100 irregular verbs.*
 - d. *il-* combined with legal (adjective) becomes illegal (adjective), such as in *He was caught by police because he did illegal logging.*
 - e. *dis-* combined with honest (adjective) becomes dishonest (adjective), such as in *He is a dishonest person.*
4. Suffix added to noun: *-er*, *-ism*, *-ship*, *-age*.
- a. *-er* combined with astronomy (noun) becomes astronomer (noun), such as in *She is an astronomer.*

- b. *-ism* combined with Marx (noun) becomes Marxism (noun), such as in *Karl Marx introduced Marxism to the world.*
 - c. *-ship* combined with friend (noun) becomes friendship (noun), such as in *Our friendship will never end.*
 - d. *-age* combined with bag (noun) becomes baggage (noun), such as in *You may take your suitcase at baggage claim.*
5. Suffix added to verb: *-d, -ed.*
- a. *-d* combined with share (verb) becomes shared (verb), such as in *I shared bedroom with my brother.*
 - b. *-ed* combined with talk (verb) becomes talked (verb), such as in *He talked about me.*

Based on the examples of the affixes above, the students should be careful when using affixes or the function of the affixes. As we know that a prefix, can have more than one meaning; like prefix ‘*a*’ it means ‘*on*’, ‘*at*’ in words *abed, afield*, etc., and it means ‘*not*’ or ‘*without*’ in words ‘*amoral*’, etc.,. Thus, it is important to give them a lot of practice in order to improve the students’ ability in forming the word.

Brenda and Miki (1990:40) also support that “learning words through words or Latin roots makes the students familiar and helps them remembering the meaning of some English words”. Even without knowledge of Latin the students will be able to make a pretty good guess at word meaning if the students know some of the more commonly used prefixes and suffixes.

Thus, by those explanation about the notion of derivational affixes, the writer would like teach or explain the idea and materials of derivational affixes to the students of SMA YP UNILA Bandar Lampung in order to improve students' vocabulary

2.3 Notion of Translation

Translation has always played a role in language teaching. Translation is general term referring to the transfer of thought and ideas from one language (source of language) to other language (target language) whether the language in writer or spoken forms, said Richard (1976:1). According to Garrow (1972: 27), translation is changing a communication (a word, phrase, and sentence) to other or to another form (verbal or symbolic) or to another level abstraction (simpler or more complex).

Concerning the description above, the writer infers that translation is giving the closest meaning or natural equivalent of the words, phrase and sentence of one language (source language) into another language whether in spoke or written form. For the purpose of the research, the writer intends to conduct a research about vocabulary achievement of students who are taught through translation.

This technique is still mostly used by the teacher in teaching English whether this technique is considered old or traditional.

This technique considers that the main procedure of teaching language is translation. Gorrow (1972: 47) underlines the definition above saying that in translation technique, concept are built in pupils' mind from bites and pieces and from specific.

Wallace (1988: 47) adds that the result of translation technique was usually that target language was very little used in the foreign language lesson; most of the time was taken from mother language.

Translation has been the most widely used means of presenting the meaning of a word. Thornbury (2002: 77) states that translation has the advantage of being the most direct route to a words' meaning – assuming that there is a close match between the target word and its L1 equivalent. It encourages students to think about meaning and form concurrently. It is therefore very economical. Thornbury had done a research about teaching vocabulary through translation. He found that translation could be used for teaching meaning. In this case, the students had the opportunity to get the meaning of the word unknown quickly.

2.4 Notion of Teaching Vocabulary

“The essential area of language learning is the lexicon or vocabulary of the language” (Finnochiaro, 1964:68). From the statement, the researcher concludes that vocabulary must be taught when one learns language. If it is not, he learns no language at all. The purpose of teaching vocabulary is to make the students understand the meaning of the words and able to use the language effectively.

The process of teaching vocabulary needs some possible techniques. Kustarjo (1988:24) proposes five possible ways of teaching vocabulary as follows:

a. Teaching vocabulary through creativity

The teacher should allow many choices to the students as they want to learn. The teacher can make use of this technique which enables the students to be creative in producing vocabulary, such as game, picture, drama, and so on.

b. Teaching vocabulary through context clues

The teacher can use context clues in word recognize by figuring out the meaning of the word based on the clue of the surrounding the context for example by giving synonym, antonym.

c. Teaching vocabulary through guessing

The teacher can encourage the students to guess first and then consult. To guess correctly, the students should have a good rationale. The teacher can give example by pronouncing a sentence, and then the students guess the meaning of the words that the teacher meant.

d. Teaching vocabulary through definition

The teacher guides the students to define the meaning of the words and to arrange the words into correct sentence, for example: a dancer is a person who dances.

e. Teaching vocabulary through derivational affixes

The teacher includes the four classes of words in their position of occurrence in English sentence patterns. The teacher can give a noun, a verb, an adjective, or an adverb. Then the teacher asks the students to inform his derivation of the words. For example: to employ (verb), employer (noun), and employable (adjectives) and so on.

Referring to the five possible ways of teaching vocabulary which are proposed by Kustarjo, derivational affixes is a teaching technique which is based on point five.

It is believed that only properly planned and constructed material can be used to improve the teaching program to enhance the classroom atmosphere and to get student's full participation.

Based on the explanation above, the researcher assumes that planning and choosing the material in teaching process is necessary to be done selected by the teacher. This idea is similar to Bismoko's (1976:64) who says that "the teacher must select the words which can be learned in a limited time, which words should be chosen for teaching and which ones should be left out". This indicates that selecting material should be done carefully by the teachers. The words chosen should be related to the curriculum, students' level and ages appropriate to their needs. In addition, Krashen (1982:21) says that "the teacher should always present materials which are only a little bit beyond their students' current level of competence".

Additionally, in order to be successful in increasing students' vocabulary, there are four aspects in selecting vocabulary to be taught to students. They are:

1. Frequency of occurrence

Vocabulary should be chosen using both high frequency and lesser so as to be both useful and accurate. It means that the teacher should not only teach frequently occurring vocabulary but also rarely appearing words. In other word, the vocabulary taught should be balance among the easy, average, and difficult.

An easy vocabulary for example is student, a difficult vocabulary for example is *behead*.

2. Simplicity

Vocabulary should be appropriate with the students' capability. Vocabulary considered being too difficult for the students should be revised by the teacher so as to be made more accessible. By following the English curriculum that is appropriate with the students' level of mastery, the students will be freed from the very difficult vocabularies. For example in the very beginning process of the research, the writer administered try out test to select which vocabulary is the one that appropriate with the students' capability. The writer than omit some vocabularies that did not reflect the simplicity. The vocabulary choice that are omitted are *fiendish* and *engulf*.

3. Relevance

Vocabulary prepared by the teacher should be relevant to daily life of the students. For example the topic of vocabulary that is given for the students is the vocabulary about the daily life.

4. Quantity

Presenting too large vocabularies should be avoided in order not to confuse the students. It is based on the consideration that the process of mastering vocabulary will be successful if it is done step by step. Moreover, vocabulary learned in small number will stay longer in the students' mind (Depdikbud: 1984:3). This is because the students brain has its own capacity to keep the vocabulary that is given to them. Thus, it should be considered about the students' capacity.

2.5 Procedures of Teaching Vocabulary

The researcher proposes the procedure of using affixes to teach vocabulary as follows:

2.5.1 The Procedures of Teaching Vocabulary through Derivational Affixes Explication

The followings are the procedures of teaching vocabulary through derivational affixes explication. The lesson materials used are taken from English Alive 1 entitled Biwar and the Dragon (see page 30). Basically, there are three steps in teaching derivational affixes, they are:

1. Pre-activities:

- Teacher greets students, e.g.:

Teacher: Good morning everybody.

Students: Good morning, I am fine.

2. While Activities:

- 1) Teacher gives a text to the students. All the students get the same text and the teacher asks some students to read aloud, e.g.:

Teacher: Students, This is a text, do you what kind of text is it?

Student 1: I know it Sir. It is a narrative text.

Teacher: Great. Now, please read the text loudly

Student 2: Yes, Sir!

Teacher: For the rest of the students please listen it carefully!

Students: Yes Sir!.

- 2) Teacher asks students to comprehend the text and to find any difficult word, e.g.:

Teacher: Do you find any difficult words in the text that have you read just now?

Students: Yes, We do.

- 3) Teacher asks students to point out any difficult word from within the text.

The teacher writes down the words on the board, e.g.:

Teacher: Can you tell me the difficult words that you have find?

Student 1: Okay Sir, I don't know the meaning of "golden".

Student 2: What's the meaning of "beautiful" Sir?

Teacher: Okay I write down the difficult words on this whiteboard.

Golden means bright yellow in color like gold, so golden fish means fish which has bright yellow color like gold. Next, beautiful means having beauty, so beautiful princess means princess who is having beauty.

- 4) Teacher explains how to build words using derivational affixes, e.g.:

Teacher: Well, two difficult words that you mentioned, golden and beautiful, could be good examples of derivative words.

Well, do you know what are derivative words or derivational affixes?

Students: No, we don't know Sir.

Teacher: Here they are some examples of common derivational affixes.

En- means cause, give. Example: The prince enlightens the pathway with a torch.

Over means too much, too many. Example: The queen was overweight since she ate too much.

- 5) Teacher gives the students a chance to ask any questions regarding this

exercise, e.g.:

Teacher: Is there any question? Do you get it?

Student 1: So what's the definition of derivational affixes, Sir?

Teacher: derivational affixes are bound morphemes which generally combine with the base to change its part of speech. Do you still have any question?

Students: No, Sir!

3. Post-activities:

- 1) Teacher gives assignment to the students, e.g.:

Teacher: So, if there is no question, You'll have some exercise about derivational affixes. Please do it right now!

Students: alright Sir!.

4. Materials

The Old Woman and the Sparrow

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

5. Evaluation

I. Study of list below. Give another form of each word based on the prefixes provided and the meaning of each word.

Prefixes: en- im- dis- un- in- non- over- re- mis-

	Meaning		Meaning
Possible
Honest
Complete
Popular
Stop

II. Add over-, en-, non-, dis-, im-, re-, mis-, un-, ir-, in-, then choose the correct prefixes for each underlined word. He is the only one who ...agree with the new regulation.

1. The museum is ...build by the government.
2. A person who is unfriendly is probably ...popular too.
3. Fast food is ...expensive. It does not cost very much.
4. The world cities are already ...crowded. They have too many people.

2.5.2 The Procedures of Teaching Vocabulary through Translation

The following is the procedure of teaching vocabulary through translation, the lesson materials used are taken from English Alive 1 entitled Biwar and the Dragon (see page 33):

1. Pre-activities:

- 1) Teacher greets students, e.g.:

Teacher: Good morning everybody.

Students: Good morning, I am fine.

2. While Activities:

- 1) Teacher gives a text to the students. All the students are given the same text and the teacher asks some students to read the text out loud, e.g.:

Teacher: Well Students, This is a text, do you what kind of text is it?

Student 1: I know it Sir. It is a narrative text.

Teacher: Great. Now, Student 2 please read the text loudly

Student 2: Yes, Sir!

Teacher: For the rest of the students please listen carefully!

Students: Okay Sir!.

- 2) Teacher asks the students to comprehend the text and to find the difficult word, e.g.:

Teacher: Do you find any difficult words in the text that have you read just now?

Students: Yes, We do.

- 3) Teacher asks the students to find the meaning of any difficult words in their dictionaries, e.g.:

Teacher: If you find any difficult words from the text, please look for the meaning in your dictionaries,

Students: Alright!.

- 4) Teacher discusses the meaning of the difficult word in the text, e.g.:

Teacher: Have you found the meaning of the words in your dictionaries?

Student 1: Yes, I've got it Sir, but I'm still confused about the meaning?

Could you help me to figure out the meaning of "golden"?

Teacher: Well, everybody listen up, golden means bright yellow in color like gold.

Student 1: I see Sir! thank you.

Teacher: you're welcome.

- 5) Teacher gives students chance to ask any question they may have about the

lesson or questions that are related to the text, e.g.:

Teacher: Do you have any questions?

Students: Yes, Sir!, what is the meaning of jealous?

Teacher: Jealous means feeling angry or unhappy because somebody you love or like is showing interest in somebody else.

Students: Thank you sir!.

Teacher: You are welcome.

3. Post-activities:

- 1) Teacher gives evaluation to the students, e.g.:

Teacher: These are some questions based on the text. Please do it on your exercise book.

Students: Alright Sir!.

4. Materials

The Old Woman and the Sparrow

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there

was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

5. Evaluation

Questions:

1. What did the old women do to the sparrow?
2. Who did help the sparrow?
3. What did happen with the old woman in the end of the story?
4. What's the message of the story?

Answers:

1. She cut the sparrow's tongue.
2. The sparrow was helped by kind-hearted man and woman
3. She stung and bit by venomous animal till to death.
4. We shouldn't be envy or harm the animal.

2.6 Theoretical Assumptions

Since most English words have been formed from roots and affixes, the researcher assumes that mastering the meaning of derivational affixes and their usage can be used to help the students increase their vocabulary achievement.

2.7 Hypothesis

Based on the problem and theoretical assumptions, the researcher would like to propose the hypothesis as follows:

There is significant difference of students' achievement in mastering vocabulary between those students who are taught through derivational affixes explication and students who are taught through translation.