

I. INTRODUCTION

This chapter discusses some aspects; background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of key terms classified in the followings.

1.1 Background of the Problem

In this modern era, information flows to every country almost without any barriers and as it is known, most of information is delivered in English. Therefore, it is very necessary for students to have a good proficiency of English in order to access information and knowledge written in this language.

Realizing the importance of English for students' future, the government has arranged the curriculum which states that English is a compulsory subject. It must be taught to students from junior elementary school through university levels.

Vocabulary as one of the language components is rather difficult to be learned, since if we learn vocabulary, also we will learn word class such as, verb, noun, adjective, adverb, conjunction, article, pronoun and interjection. If people cannot send their messages or express ideas to others, neither can they grasp what other people say without first having mastered elementary vocabulary. Vocabulary is

the basic element of language that will make language meaningful. It implies that the more vocabulary people learn the easier they express their ideas. So, mastering the knowledge of vocabulary is a must in learning a language in order to be able to communicate effectively.

The researcher's experience when doing PPL showed that most of the students encountered difficulties in understanding the message in given text. This is so because students tended to focus on the meaning of the word and opened their dictionaries frequently to find out the meaning of unfamiliar or difficult words. Opening dictionaries frequently shows that the students had inadequate vocabulary with which to understand the text which is proving to be a problem in language learning.

Research conducted by Sinaga (2007:1) showed that some students found difficulties in using every aspect of vocabulary correctly. Therefore, this research is focused on improving the students' vocabulary through the use of derivational affixes. Many techniques can be applied in teaching English vocabulary in order that the students can solve their difficulties. In this research, the researcher chooses derivational affixes as a way to increase student's vocabulary.

Derivational affixes are the way of forming words into affixes. In English, there are two kinds of affixes. The one that goes before the base word called a prefix and the other that goes after the base word called a suffix which basically changes the function of word. For example, the prefix "im" is added to base word "prison" becoming "imprison". The suffix "ship" is added to the base word "friend" becoming "friendship". Hopefully, in this technique, the students are supposed to

be able to know the variations relationship of some vocabularies by practicing affixes.

Realizing the importance of students' vocabulary mastery in learning language, the researcher is interested in the matter and therefore, the researcher would like to conduct research on students' vocabulary achievement which he titles "A Comparative Study between Students' Achievement in Mastering Vocabulary Taught through Derivational Affixes Explication and Translation".

1.2 Formulation of the Problem

In line with the background of the problem above, the problem of the research can be formulated like the followings:

Is there any significant difference of vocabulary achievement between students who are taught through derivational affixes explication and students who are taught through translation in terms of single words?

1.3 Objective of the Research

The objective of the research is:

To find out whether there is significant difference of vocabulary achievement between students who are taught through derivational affixes explication and students who are taught through translation.

1.4 Uses of the Research

This research is expected to have the following uses:

1. As a contribution for further research development in increasing students' vocabulary through derivational affixes explication.
2. As an alternative technique for English teachers to help their students to increase their vocabulary.

1.5 Scope of the Research

The subjects of the research are the first year students of SMA YP UNILA Bandar Lampung. The first year students are chosen because it is assumed that the students have studied English at SMP and they have some elementary of vocabulary and still have a chance to improve the technique. In this research, the research would like to focus on increasing students' vocabulary. The teaching materials will be taken from KTSP English curriculum for the first year of SMU and other textbooks.

1.6 Definition of Key Terms

For the purposes of avoiding misunderstanding, the following three terms need to be operationally defined as follows:

1. Vocabulary is a set of lexeme including single words, compound-word, and idioms.
2. Single words refer to noun, adjective, verb, and adverb.
3. Derivational affixes explication means the explanation of an idea or a work of literature in a lot of detail about bound morphemes which generally combine with the base to derive a new word to teach vocabulary

4. Translation is a 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 written or spoken forms.