

ABSTRACT

INCREASING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH DERIVATIONAL APPROACH AT THE SECOND YEAR STUDENTS OF SMAN 3 BANDAR LAMPUNG

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Vocabulary is complex element of language to be mastered by students because there are some elements of vocabulary should be mastered by students that are function word, content word and idioms. Therefore students find difficulty to master each element of vocabulary in their language teaching program.

The objectives of this research were to find out whether there was significant increase of students' vocabulary achievement after being taught through derivational approach especially content word in terms of verb relating to the subject of the sentence and express actions, events, or states of being. Noun is a word used to name a person, animal, place, thing, and abstract idea. Adjective relating to modify a noun or a pronoun by describing, identifying, or quantifying words. Adverb can modify a verb, an adjective, another adverb, a phrase, or a clause.

This research was conducted based on the experimental method. This study applied the control group pre test- post test design modified from idea suggested

by Hatch and Farhady (1982). This experimental method deals with two groups: an experimental class and a control class. The samples of the research were the second year students of SMAN 3 Bandar Lampung in the year 2011/2012. In determining the experimental class and the control class, the researcher used lottery. Since the data was in the form of students' vocabulary achievement, the data was collected by using two vocabulary tests: pre-test and post-test.

The result of this research showed that learning English through derivational approach can increase students' ability in mastering vocabulary during teaching learning process. It can be seen from the increase of the students' mean score. The students mean score of the pretest was 59.11 while the mean score of the posttest was 73.83. After comparing the result of the pretest and the posttest score, it was found that there was significant difference; the mean score of the students who were taught using derivational approach increased 14.72 after the treatments. Based on the data analysis at the significant level of 0.05, it was noted that $p=0.000$. It means that the increase was significant.