

I. INTRODUCTION

This chapter discusses about background of the problem, formulation of the problem, objective of the research, uses of the research, and scope of the research and the definition of key terms.

1.1 Background of the Problem

Vocabulary is an important component of a language, in order to express one's ideas. The learners need to master a number of words, in order that they can express the ideas well, because the ability of speaking requires the mastery of adequate vocabulary. Vocabulary can also contribute to students' skill in reading, listening, speaking and writing (Meara, 1984:224), for example when they find some new vocabularies, they will try to find the meaning based on the context when they read, listen, speak or write about language. It can be said that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

According to School Based Curriculum / Kurikulum Tingkat Satuan Pendidikan (KTSP), the goal of teaching language at Senior High School is that the students are expected to get involved in communication using English, spoken as well as written, not only for transactional and interpersonal purposes but also for accessing information in this global information age.

Referring to the problems before, it can be concluded that vocabulary is very important in learning language. Learning language cannot be separated from learning vocabulary because the language itself consists of vocabularies which support the language performance. It is impossible to learn language without learning vocabulary. As Wallace (1986: 1) states that vocabulary is the vital element of language. The existence of vocabulary is considered important since it should be acquired to express or share ideas to other people effectively. Besides that, vocabulary earns the highest score (4 of 10 points) in speaking and writing test, 40 percent in listening test score, and 30 percent in reading test score of Senior High School National Final Examination (Depdiknas, 2006: 11-14). Thus, vocabulary teaching should be taken into account in order to gain better result of the students' English score.

However, with hundreds of thousands of words in English language, teaching vocabulary can seem like a very daunting process. Remembering rapid amount of using word list is considered inefficient since the students tend to forget the vocabulary they have learned if they do not recall the words afterwards (Maruyama, 1995:2).

Naturally, learning vocabulary is very complex. It is because a lot of cases where the learners have to understand certain elements, such as spelling, word classes, noun, verb, adverb, adjective, conjunction, article, etc. This also shows that learning vocabulary is very difficult to master. Appropriately, learning vocabulary requires a lot of time, efforts and the like.

According to the researcher's experience while teaching first grade in SMA Negeri 8 Bandar Lampung during teaching practice program (PPL) 27 July - 30 September 2011, the students only able to gain about 200 vocabularies after graduated from their Junior High School.

When the researcher was attending teaching practice program (PPL), she found that the students of SMA Negeri 8 Bandar Lampung experienced difficulties in using vocabulary in their class, because they had lack of vocabulary. Not all of the students, but most students have lack of vocabulary. They are not interested to learn English, as they think English is difficult to study like Mathematics. It also happened in SMA Negeri 1 Bandar Lampung.

Based on the researcher's interview with the English teacher of SMA Negeri 1 Bandar Lampung, teacher said that most students of SMA Negeri 1 Bandar Lampung did not pass the standard score of the school (KKM-that was 65). Their score of vocabulary test was low, the average score was 60. They had difficulties in learning English because their inability in vocabulary, such as: the lack of vocabulary, did not understand the meaning of the word itself and the meaning of the word in a context. They could not do the vocabulary exercise well because they had a lack of vocabulary. Most of them got difficulties in understanding the content of the test. They spent a long time to consult the dictionary to get the meaning of the test. It was such a waste of time so that the students could not answer the entire test well. It also happened in speaking; most of the students were reluctant to speak because of their limited number of vocabularies. They often felt frustrated when they were asked to tell or express something. Not all of

the students, but most students have lack of vocabulary. They are not interested to learn English, as they think English is difficult to study like Mathematics. The researcher assumes that it was also caused by the teacher teaching strategy. This might be a justification that is necessary to find out a suitable technique to solve those problems.

In this case, the researcher tried to help the students by giving the way of how to tackle words of these kinds. One way is to teach the students skill of morphological information that is derivational affixes and the way they are used to build words.

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 suffixes which basically change the function of word. For example, the prefix “il” is added to base word “legal” becoming “illegal”. The suffix “ful” is added to the base word “beauty” becoming “beautiful”.

Learning the derivational affixes will serve as a useful tool in building students vocabulary achievement. It will help one to add clarity to his understanding of English because almost 60 percent of all English words are formed from derivation (Simanjuntak, 1988:64).

Regarding those backgrounds of the problem, the researcher chose vocabulary as the topic of this research, because vocabulary is an important component of learning a language. SMA Negeri 1 Bandar Lampung was selected because there

was no research before at that school by using derivational affixes. And based on the interview with the teacher and some learners show that the learners at that school have a problem with their vocabulary. And the researcher tried to help the students by giving the way of how to tackle words of these kinds. That is derivational affixes and the way they are used to build words. Therefore the researcher interested in to know the difference of student's vocabulary achievement before and after being taught through derivational affixes.

1.2 Formulation of the Problems

Based on the background that has been discussed above, the writer formulated the problem were follows:

1. Is there any significant difference of students' English vocabulary achievement before and after being taught through derivational affixes?
2. In which parts of speech of vocabulary do students get better result?

1.3 Objectives of the Research

The objectives of this research are:

1. To see whether there is a significant difference of students' English vocabulary achievement before and after being taught through derivational affixes.
2. To see in which part of speech of vocabulary do students get better result.

1.4 Uses of the Research

The uses of this research are:

1. To give contribution toward the educational research development, especially in English.

2. To give information to English teachers that derivational affixes can be used as a technique to increase students' vocabulary.

1.5 Scope of the Research

This quantitative research was conducted at the first grade of SMA Negeri 1 Bandar Lampung. This research was focused on the effect of derivational affixes on students' vocabulary achievement after being taught through derivational affixes. The materials that were taught about Prefixes (*un-*, *dis-*, *mis-*, *re-*, *over-*, *in-*, *ir-*, *il-*, *im-*) and Suffixes (*-tion*, *-sion*, *-ence*, *-ance*, *-ment*, *-al*, *-er*, *-y*, *-ness*, *-cy*, *-able*, *-ful*, *-ly*, *-est*). Content words as a part of speech in this research (nouns, verbs, adjectives, adverbs) were taken as the material in teaching English vocabulary since it is appropriate with derivational affixes. The teaching material was taken from KTSP English curriculum for the first year of SMA and other textbooks.

1.6 Definition of Key Terms

Some terms are defined in order to give basic understanding of the related to the concepts. These are stated below:

1. **Effect** is to see the differences of students' vocabulary achievement before and after being taught through derivational affixes.
2. **Derivational affixes** are the processes of forming new words which combined with base to derive a new word and can changes the meaning of word.

e.g: appear → disappear (prefix).

write → writer (suffix).

3. **Vocabulary** is a set of word known to a person or entity, or that are part of a specific language which will make the language meaningful.
4. **Vocabulary achievement** is a number of words that have already been achieved by students as their basic knowledge, and those achieved by the students.