I. INTRODUCTION

In order to know why this research should be conducted, this chapter deals with several points, namely introduction that deals with background, problem(s), objective(s), uses, scope, and definition of terms clarified as the following.

1.1. Background of Problem

English is the first foreign language taught in Indonesia. It is taught from elementary school to university level. The objective of teaching the foreign language is to help students communicate well. Learning language cannot be separated from learning vocabulary. How can students communicate well when they lack of vocabulary? So, vocabulary is important aspect when students learn a language.

Learning a foreign language means learning the vocabulary and its meaning. Vocabulary is used in communication either in spoken form or written forms. Kweldju (2004:18) says that no language acquisition is possible without understanding the vocabulary, either in the first or the second language. Napa (1991:6) says that vocabulary is one of the language components and that no language exists without words. Before a student learns the language he or she should know the vocabulary to understand the language. The students should master the vocabulary because it is one of basic components of language.
Wallace (1988: 23) states that vocabulary is the vital aspect of language. Meanwhile, Rivers (1970: 462) says that it would be impossible to learn a language without vocabulary. The two statements seem to imply that vocabulary is important role in a language. Without vocabulary nothing can be conveyed because vocabulary is foundation of communication. Vocabulary is complex element of language to be learnt by students because there are some elements of vocabulary, such as, function word, content word and idiom. It makes students cannot master vocabulary because they get difficulty to master of each element. Therefore, vocabulary is a must in learning a language.

Although English has been learnt for a long time when they were school, in fact there are many students who found English difficulty to study. Most of students did not understand the meaning of words in a sentence or a text and also they could not define the meaning of a word or some words. When they found the difficulties, they would open their dictionary to know the meaning of the word. It made the students forget the meaning easily and could not memorize the vocabulary for longer. It showed that students’ understanding about vocabulary was lack. Besides that, it found that some students did not know the changing of word. They only knew the basic word. It meant that many students still had difficulties when they found the word in other form. In addition the English teacher did not use any media and materials in teaching vocabulary. The teacher still used traditional technique in learning process. Therefore, the researcher assumed that most students lacked motivation in learning process because they are not interested when they were studying.
Perhaps this problem may not cause by the students’ way of learning, but it might also be caused by teacher’s selection material in teaching vocabulary. The teacher did not give clear explanation and then not use varieties technique. As Allan and Vallate (1997) state that teaching vocabulary can be meaningful if the teacher conducts the teaching process by combining the available techniques of teaching. It can be inferred that teacher chooses appropriate technique to improve the students’ vocabulary because if the teacher does not use appropriate technique the students cannot follow the material from the teacher.

To overcome the problem, the teacher should be able to select the material and choose proper techniques that are relevant to the students’ condition, needs and age. Besides that, the teacher should also be able present the materials systematic and interesting.

Referring to the problems above, the researcher finds a material that seems suitable for students in learning vocabulary in order to improve the students’ vocabulary achievement that is derivational. Thus, the teacher can use teaching derivational exercise to improve students’ vocabulary. The researcher assumes that by using derivational in process of teaching vocabulary, it can be easier for students to understand, remember and develop the new vocabulary that they learned.

A derivational exercise is useful in process of developing new words from basic word. The processes of derivational can be introduced to students in order to give them the rule of deriving new words which they can apply and to improve their vocabulary. Derivational process is very beneficial to help the students in learning
vocabulary. The students can learn the principles in forming words. And also leads them to be active and creative in applying and creating a word. The researcher expects that by using derivational exercise, the students more creative in building a word and could improve their vocabulary.

1.2. Formulation of Problem

The formulations of the problem of this research are:

1. Is there any significant difference of students’ vocabulary achievement after being taught through derivational exercise at SMA YP UNILA?
2. Is there any improvement of students’ vocabulary achievement after being taught through derivational exercise at SMA YP UNILA?
3. What are the problems that the students face in learning vocabulary through derivational exercise?

1.3. Objective of Problem

The objectives of this research are:

1. To find out whether derivational exercises improve students’ vocabulary achievement after being taught derivational exercise at SMA YP UNILA.
2. To find out the problems that the students face in learning vocabulary through derivational exercise.
I.4. Uses of the Research

The uses of the research are:

1. Theoretically, this result of this research is expected to support the previous theories about derivational exercises in implement students’ vocabulary.

2. Practically, the result of this research can give information to English teacher that derivational exercises can be used to teach vocabulary.

1.5. Scope of the Research

This research was about teaching English vocabulary through derivational exercise. It was conducted at the second grade of SMA YP UNILA Bandar Lampung. The research focused on implementation of derivational exercise in teaching vocabulary especially content word in terms of verb, noun, adjective and adverb because derivational gave emphasis on the process of developing new words from the basic (root) word. So, the students could develop from one word to more words, from example from noun to adjective and verb. The students were given three treatments in this research. One meeting was conducted in 90 minutes. Vocabulary test was given twice, they are pretest and posttest. Pretest was given to know the students’ vocabulary background knowledge and posttest was given to know the students’ vocabulary after being taught through derivational exercise.

1.6. Definition of Terms

There are some terms used in this research and to make it clear, definitions of some terms are presented as follow:
Derivational

It is the process of forming a new word on the basis of an existing word by adding a derivational affix, a prefix or suffix.

Derivational exercise

It is a variant exercise that students practice to create new word from the basic word into other form.

Teaching vocabulary

It means that process of transferring knowledge and skills from a teacher to the learners especially in learning vocabulary.

Vocabulary

Vocabulary is defined as a set of lexemes including single words, compound words and idioms.

Those are the context of chapter 1, from describing of background of problem, formulation of problems, objective of problem, uses of the research, scope of the research and definition of term. The further explanation will be discussed in next chapter.