

ABSTRACT

A COMPARATIVE STUDY BETWEEN STUDENTS' ACHIEVEMENT IN MASTERING VOCABULARY TAUGHT THROUGH DERIVATIONAL AFFIXES EXPLICATION AND TRANSLATION AMONG FIRST YEAR STUDENTS OF SMA YP UNILA BANDAR LAMPUNG

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Teaching vocabulary through derivational affixes is not an easy matter. The reason is because derivational affixes are the process of forming new words according to a fairly regular pattern on the basis of preexisting word. Moreover, Boey (1975: 39) adds that derivational affixes are bound morphemes which generally combined with the base to change its part of speech. Thus, it is reasonable that SMA students face some difficulties to master this component of the target language. That is why derivational affixes are expected to make students interested in enriching their vocabulary.

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.

The research was done in SMA YP UNILA Bandar Lampung. The research was quantitative research and used control group pretest posttest design. The population of the research was the first year students of SMA YP UNILA Bandar Lampung. The sample was chosen randomly by using lottery drawing. Three classes were selected as the samples. Class X.10 was the try-out class, class X.9 was the experimental class, and class X.3 was the control class. The data gained by administering a set of pretest and posttest. Three treatments were conducted between them. To find out the significant difference of the data, the researcher computed it by using T-test.

The test showed that at the significant level of 0.05, it was attained that T-ratio was higher than T-table, that is $3.20 > 2.00$. It means that derivational affixes explication was effective in increasing students' vocabulary achievement.