

TEACHING SUFFIXES TO INCREASE STUDENTS' VOCABULARY MASTERY AT 2nd GRADE OF SMAN

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Tujuan penelitian ini adalah untuk meneliti apakah *suffix* dapat digunakan untuk meningkatkan kosakata siswa dan menentukan aspek kosakata mana yang paling meningkat. Sampel penelitian ini adalah XI IPS 1 SMAN 1 Way Lima sebanyak 29 siswa. Penelitian ini adalah penelitian kuantitatif yang menggunakan *one group pretest posttest design*. Hasil penelitian ini menunjukkan bahwa ada peningkatan penguasaan kosakata siswa setelah pengajaran *suffix*. Data menunjukkan bahwa *t-value* lebih tinggi dari *t-table* ($16.124 > 2.048$). Ini berarti bahwa ada peningkatan yang signifikan pada penguasaan kosakata siswa setelah diajarkan *suffix*. *Grammar of word* adalah aspek dari kosakata yang kenaikannya tertinggi. Hasil analisa menunjukkan bahwa pengajaran *suffix* dapat meningkatkan kemampuan kosakata siswa. Berdasarkan hasil dari penelitian, peneliti menyarankan guru Bahasa Inggris untuk menerapkan *suffix* dalam mengajar kosakata karena dapat membuat penguasaan kosakata siswa lebih baik.

This research was intended to investigate whether or not teaching suffixes could be used to increase students' vocabulary mastery and which aspect of vocabulary increased the most after being taught through suffixes. The sample was class XI social 1 of SMAN 1 Way Lima consisting of 29 students. This study was quantitative research which used *one group pretest posttest design*. Repeated measure t-test was used to analyze the quantitative data and the hypothesis testing was computed using SPSS version 16.0. The result showed that t-value is higher than t-table ($16.124 > 2.048$). It means that there was a significant increase of students' vocabulary mastery after being taught by using suffixes. Grammar of Word is the aspect of vocabulary that increased the most. The analysis of result showed that suffixes can increase students' vocabulary mastery. Based on the finding, the researcher suggests the English teacher to implement suffixes in teaching vocabulary because it can make students' vocabulary mastery better.

Keyword: *grammar of word, suffixes, vocabulary mastery, teaching suffixes, students vocabulary.*

INTRODUCTION

English is an international language and in Indonesia it is the first foreign language taught from low level like, kindergarten, senior high school level to university. Language skills like listening, speaking, reading, and writing as well as language element such as vocabulary and structure must be taught to students. In this case, after learning English the students are expected to be able to use the language for communication both in spoken and written forms.

One of language components taught to the learners is vocabulary as it has a primary role for all language skills. Taylor (1990) states that vocabulary may have a special importance for adult's learners, since it is the one area of the language learning that does not appear to be slowed down by age. The more learners master the vocabularies, the better their performances in all aspects of English language will be. It can be said that learning language can not be separated from learning vocabulary, Tarigan (1982:2) says that the quality of one's language depends upon the quality and the quantity of his or her knowledge of vocabulary.

Even though we know the vocabulary is an important language component but there are still many students who get difficulties to master the vocabulary. There are problems or condition in which the students could not answer the teachers' question, they kept asking the teacher to translate the question into their mother tongue. According to Huyen (2003) the factors are: first, they consider the teacher's explanation for meaning or definition, pronunciation, spelling, and

grammatical functions as boring thing. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore other function of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, student found a new word in text and then ask the teacher to explain the meaning and usages. Fourth, many students' do not want to take risks in applying what they have learnt. Students may recognize a word in written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly. Regarding several factors above, teacher must arise the students' interest in learning vocabulary by providing a good model of teaching and make them feel enjoy in learning vocabulary. In line with the background of the problem mentioned above, teaching vocabulary with creativity in such different way is needed. Teaching vocabulary needs appropriate and different strategy so that the students feel enjoy, active in the classroom, and stimulate them to use the words which they have already learnt.

In order to solve the problem, the researcher helps the student through teaching suffixes to increase students' vocabulary mastery. Using suffixes knowledge for vocabulary development is one of the most popular strategies supported by many researchers (Bauer & Nation, 1993). Focusing on the situation of Japanese EFL learners, the result of a questionnaire conducted by Schmitt (1997) shows that 69% of them think studying words by analyzing affixes and roots is helpful.

Affixes are divided into prefix and suffix. However, teaching both would increase the number of words to be dealt with, possibly leading to a heavy learning burden on the learners. Therefore, this study focuses on suffixes only. Hornby (1995) states that suffix is a letter or group of letter added at the end of word to make another word.

Based on the explanation stated above, the researcher formulated the problem as follows:

1. Is there any increase on student vocabulary mastery in terms of content word after being taught through suffixes ?
2. What vocabulary aspect increases the most after being taught through suffixes in terms of content word?

METHOD

This research was a quantitative research which has one group as an experimental class. The researcher used pre-test and post-test in the process of collecting the data. The pre-test was used to measure the students' before the students got the treatment from the researcher. After the students had got the treatment from the researcher, they got post-test. It was used to find out the progress before and after the treatment. The researcher used one class as the experimental class where the students were given the pre-test before the treatment and the post-test after the treatment.

The design of this research is described as follow:

T1 X T2

(Setyadi, 2006:132)

The population of this research was all the second grade students of SMAN 1 Way Lima period of 2013/2014. There were three classes at thesecond grade of SMAN 1 Way Lima and each class consisted of at least 28 students. The researcher chose one class as experimental class and one class for administering try out randomly by using the lottery. It was class XI social 1 as an experimental class, while class XI science 1 as try out class. When conducting try out, there was one student absent. Thus, the total of students was 29 for try out. The function of try out class was to get the reliability, level of difficulty, and discrimination power of the test. The experimental class was given pretest, three time treatments, and posttest. There were 29 students in XI social 1 as experimental class.

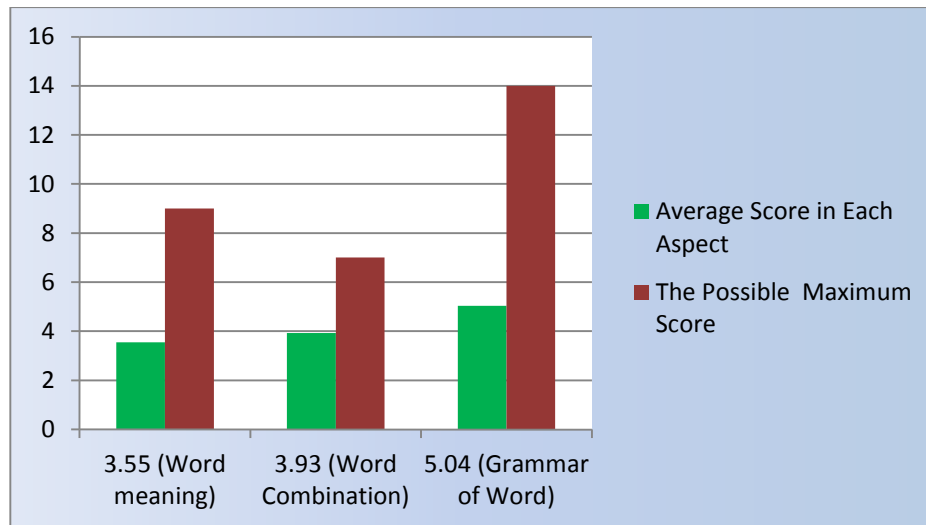
RESULTS

The researcher conducted pre test and post test and analyzed the results to answer the research questions. The results of both tests are explained as follows.

a. Result of Pre Test

The researcher administered pretest to measure the students' vocabulary mastery before being taught by suffixes. There were 30 items which measure three aspects of vocabulary such as word meaning, word combination, and grammar of word. There were 9 questions related to word meaning aspect, 7 questions related to word combination aspect, and 14 questions related to grammar of word aspect. The students' average score of pre test is presented in this following graph.

Graph 1 The Average of Students' Vocabulary Score in Pretest

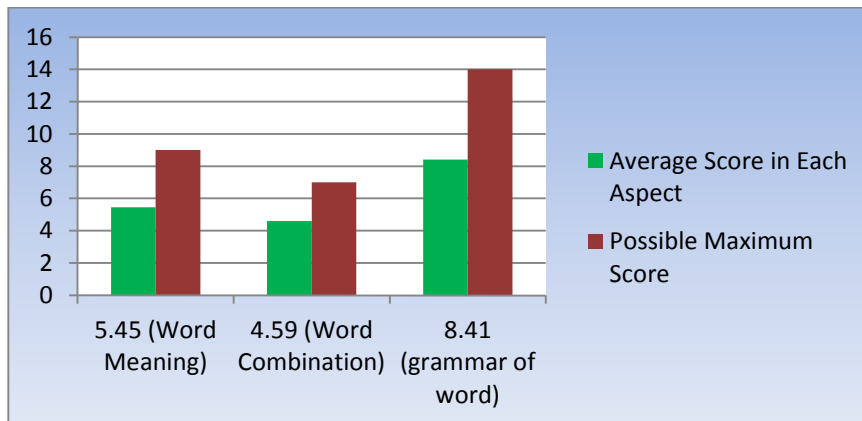


The graph show that the average score of three aspects of vocabulary tested in pretest and the maximum score of each aspect in vocabulary mastery. It can be reported that the mean score of word meaning is 3.55, word combination is 3.93, and grammar of word is 5.04. The possible maximum score of word meaning is 9, word combination is 7, and grammar of word is 14.

b. Result of Post Test

After conducting treatments, the researcher gave post test. It was used to measure the students' vocabulary mastery after being taught by suffixes. The following graph shows students' average score of post test.

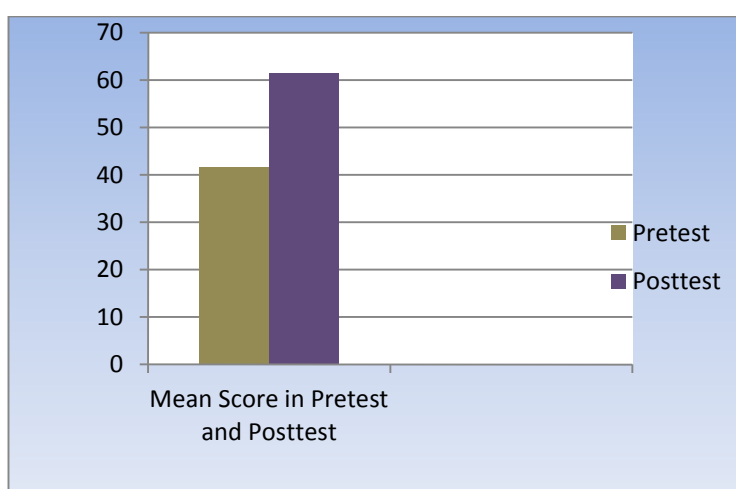
Graph 2 The Average of Students' Vocabulary Score in Posttest



The graph show the average score of three aspects of vocabulary tested in posttest and the maximum score of each aspect in vocabulary mastery. It can be reported that the mean score of word meaning is 5.45, word combination is 4.59, and grammar of word is 8.41. The possible maximum score of word meaning is 9, word combination is 7, and grammar of word is 14.

After administering both pre test and post test, the next step is comparing the results. The result is presented in the graph below.

Graph 3 The Increase of Average Scores from Pretest to Posttest



The Increase of Students' Score in Each Aspect of Vocabulary

After analyzing the result of pre test and post test, it is found that students' scores in vocabulary mastery had increased not only in general term but also in each of its aspect. The table below shows the increase of scores in each aspect of vocabulary.

Table 1 Increase of Pretest and Posttest in Each Aspect

No.	Components	Pretest	Posttest	Increase
1	Word Meaning	3.55	5.45	1.9
2	Word Combination	3.93	4.59	0.66
3	Grammar of Word	5.04	8.41	3.37

From the table, it can be seen that the aspect of writing with the highest increase is Grammar of Word followed by word meaning aspect. Meanwhile, the aspect with lowest increase is Word Combination.

DISCUSSION

During the research, the researcher conducted pretest to see the students' vocabulary mastery before being given treatment. The researcher gave 30 questions consisting of word meaning, word combination, and grammar of word aspects. When conducting pretest, the students felt surprised with the question given by the researcher. They looked so confused because they were lack of vocabulary. As the result, there was only 1 student who passed the passing grade with score 70. Meanwhile, the mean score in pre test was 41.72.

Then, the researcher conducted three time treatments. During the treatment, the students were introduced and taught about suffix. The researcher applied the way

of teaching vocabulary based on Nation (1990:18) who says that when a teacher teaches a word, the teacher has to teach three things, such as firstly the form of the words. In teaching vocabulary, the student must know about the form of the words including how to write the words, for example: beautiful, the word beautiful consists of letters b-e-a-u-t-i-f-u-l which was pronounced /'bju:tɪfl/. Beside that, the researcher then taught the meaning of the words. The students must know the meaning of the words, because without knowing meaning of the words they can not use it in communication. After knowing the word and its meaning, the researcher then taught the use of the words. The researcher provided the students with the real example in sentence form and provided some exercises in using the words.

In the following steps, the researcher gave the exercises in every treatment. They were so enthusiastic because it was something new for them. In the exercise of the treatments, the researcher gave the text about Kuta Beach at the first treatment, then City of Rome at the second treatment, and Bob Marley at the third treatment. After giving three time treatments, the researcher administered posttest to measure the students' vocabulary mastery. The questions were the same as pretest but they were disordered. It was found that the mean score of students in posttest increased. It is from 41.72 up to 61.49. Thus the difference of mean score between pretest and posttest is 19.77. Therefore teaching suffixes to students could increase their vocabulary mastery. Among all of aspects of vocabulary, grammar

of word got the highest scores'. It means that grammar of word the most aspect increase in students' vocabulary mastery.

The research findings explained above some of the previous theories about the use of suffixes. Firstly, the researcher found that after being taught by using suffixes, students' vocabulary mastery got an improvement. From the analysis, the researcher finds that grammar of word becomes the aspect of vocabulary that gets the highest increase among the aspects of vocabulary. It can be seen from the gap between the pre test and post test score that is 3.37. The researcher believes that grammar of word got the highest increase because teaching suffixes actually focus on the class of word. From the treatment given to students, suffixes make them got the new vocabularies from a word, but they are in different class. The students can form new words from a basic word. Beside that by knowing the meaning behind suffixes can help the student identify what part of speech the word is. This finding supports the previous theory from Harmer (2001). He says that a word as a part of speech can be changed morphologically, adding the s morpheme to the noun makes it plural.

Therefore, grammar of word is not the only aspects that increased after students' being taught through suffixes. If we look from the data, we can see that the other aspects of vocabulary also have an improvement. One of them is word meaning, the gap between word meaning mean score in the pretest and posttest increase 1.9. Eventhough the increase of word meaning score was not as high as grammar of

word score, the students' word meaning score in the post test was better than in the pre test. This finding supports the previous theories as said by Bauman (2010). He says that when readers assemble the parts of word, they are better able to construct meaning of an entire word (Baumann, et al., 2010).

The last one is about word combination. This aspect got the lowest increase among three aspects. This might be the hardest aspect to be mastered by the students. Harmer (1995: 20) states that Word combination (also known as collocation) has become the subject of intense interest in the recent past, in part spurred on by discoveries from language corpora. Collocation is the way in which words co-occur-combinations have come to be seen as normal and acceptable. It is immediately apparent that while some words can live together, others cannot.

Related to the previous research focusing on the influence of suffixes on students' vocabulary mastery, this research finding supports the previous research finding by Kieffer&Lesaux (2007). Results from one study with 4th and 5th graders indicated that students who understood morphology (affixes or suffixes) were more successful at learning academic vocabulary and comprehending text (Kieffer & Lesaux, 2007). In addition, researchers have knowledge of morphology can help substantially increase the breadth and depth of one's vocabulary (Edwards, et al., 2004).

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

Based on the findings and discussion above, the researcher would like to give the conclusion as follows:

1. Teaching suffixes could increase students' vocabulary mastery. The students' vocabulary mastery showed an improvement from a pretest and posttest. Because suffixes gives many benefits related to students' vocabulary mastery. Suffixes make students' ability in constructing a sentences getting better, and it is broadening students vocabulary. Beside that suffixes make students got the new vocabularies from a word. They can form new words from a basic word. So the students' vocabulary mastery getting better.
2. The aspect of vocabulary that increased the most after being taught through suffixes was grammar of word. Students' grammar of word developed because a suffix could indicate what part of speech (noun, adjective and verb) to which the word belongs. Suffix can also modify and extend meaning. Beside that, by knowing the meaning of suffixes could help the students identify what part of speech the word was.

SUGGESTIONS

In reference of the conclusions above, some suggestions are given as follows:

1. The teachers of English especially for Second grade of senior high school may use suffixes in teaching vocabulary. Suffixes is very suitable for

increasing students' vocabulary mastery because it has a lot of benefits. By the implementation of this technique, the researcher believes that students' vocabulary mastery will be better.

2. For other researchers who are interested in conducting research about suffixes are suggested to do a further research about this technique. The next researcher may look for other aspect that will increase the most by using suffixes.

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