

THE IMPLEMENTATION OF DERIVATIONAL EXERCISE IN TEACHING VOCABULARY

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui apakah *derivational exercise* meningkatkan kosakata siswa dan untuk menelaah permasalahan yang dihadapi mereka di pembelajaran kosakata melalui *derivational exercise*. Desain penelitian ini adalah kuantitatif. Subjek penelitian ini adalah siswa kelas XI IPA 2 di SMA YP UNILA Bandar Lampung. Peneliti menggunakan dua instrument pengambilan data: test kosakata dan wawancara. Data dianalisis dengan *Repeated Measure T-test*. Hasil menunjukkan bahwa nilai rata-rata test awal adalah 54.91 dan nilai rata-rata test akhir adalah 70.35. Peningkatan dari semua nilai tersebut adalah 15.41. Hasil dari wawancara bisa diklasifikasikan bahwa sebagian masalah yang dihadapi siswa adalah bentuk dan penggunaan kata di dalam konteks. Jadi dapat disimpulkan penerapan *derivational exercise* dapat membangun kreativitas dan produktivitas siswa di dalam mengembangkan kata dan juga meningkatkan pencapaian kosakata.

This research was intended to find out whether derivational exercises improve students' vocabulary and to investigate the problems that the students face in learning vocabulary through derivational exercise. This research used a quantitative research. The participants were students of SMA YP UNILA Bandar Lampung, class XI IPA 2. Researcher used two data collecting techniques: vocabulary test and interview. The data were analyzed by using *Repeated Measure T-test*. The results showed that the mean score of pretest was 54.94 and the mean score of posttest was 70.35. The improvement of those score was 15.41. The result of the interview can be classified that the most problems that students face were the form and use the word in the context. So, it can be concluded the implementation of derivational exercise could build up students' creativity and productivity in building a word and also improve their vocabulary achievement.

Keywords: *achievement, derivational exercise, vocabulary.*

INTRODUCTION

Vocabulary is an important aspect in language learning. Learning a foreign language means learning the vocabulary and its meaning. Before the students learn the language they should know the vocabulary to understand the language. The students should master the vocabulary because it is one of basic components of a language. Napa (1991:6) says that vocabulary is one of the language components and that no language exists without words. Learning language cannot be separated from learning vocabulary. Harmer (1993:153) states that if the language structures make up the skeleton of language, then it is vocabulary that provides the vital organ. Vocabulary is a set of lexeme include a single words that may or may not have a prefix or suffix.

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 each element. Therefore, vocabulary is a must in learning a language. It supported by Wallace (1988: 23) states that vocabulary is the vital aspect of language. So that vocabulary is the foundation to learn a language, it comes first when we start learning a language.

Fromkin (1983: 135) says that knowledge means knowing the words of the language. Knowing a word involves being able to recognize the form and meaning of the word. Students must learn the vocabulary of the language if they want to be able to use language in communication. So if the students know a lot of vocabularies, they can share their ideas easily.

In fact, most of students did not understand the meaning of vocabulary 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.

Maybe this problem may not be caused by the students' way of learning, but it might also be caused by teacher's selecting material in teaching vocabulary. The teacher did not give clear explanation and the teacher did not use varieties of technique. As Allen and Vallate (1997) state that teaching vocabulary can be meaningful if the teacher conducts the teaching process by combining the available techniques of teaching. To overcome the problem, the teacher should be able to select the material and choose proper techniques that are relevant to the students.

Referring to the problems, 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.

Beside that 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. The researcher expects that by using derivational exercise, the students more creative in building a word and could improve their vocabulary.

This research 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.

METHOD

This researcher used quantitative design. In conducting the research, the researcher applied *One Group Pretest-Posttest Design*. In the form of objectives test, the researcher gave a pretest before treatments and post test after the three treatments. The subject of this research was the second grade student of SMA YP UNILA Bandar Lampung at second semester of 2013/2014 academic year. The researcher used class XI IPA 2 that consisted of 34 students as the experimental class and class XI IPA 1 as the tryout class consisted of 34 students.

The data of the research were students' vocabulary achievement. In order to collect the data, the researcher applied vocabulary test that is pretest and posttest and interview. Interview administered after giving posttest. It was given to find out students' problem. The procedures of the research were: determining the sample, administering the try out, administering the pretest, conducting the treatment, administering the posttest, and analyzing the data. After conducting

pretest and posttest, the researcher analyzed the data statistically. The data were analyzed both by using SPSS.

RESULTS AND DISCUSSION

This study intends to discuss the research question, whether there is an improvement of students' vocabulary achievement after being taught derivational exercise and the problems that the students face while they are learning vocabulary through derivational exercise.

Based on the result of the research, it was found out that there was difference of students' vocabulary achievement before and after being taught through derivational exercise. In this research, the researcher found derivational exercise can improve students' vocabulary achievement. It is proved from the students score in pretest and posttest. The data showed that the total score of pretest was 1868 and the mean score was 54.94, while in posttest, the total score of posttest was 2392 and the mean score was 70.35. The improvement of mean score was 15.41. From the data above, it indicated that there was an improvement.

The students' mean score of the pretest was 54.94. It could be seen that the students' vocabulary were still low. Consequently, the researcher conducted treatments for three times after administering the pretest. In the first activity, the researcher gave pretest in experimental class. Pretest was needed to find out the students' basic ability in learning vocabulary before they were given the

treatments. Then, in the last activity the researcher administered the posttest. Post test administered to see the ability of the student after being taught derivational.

Students' activities during teaching learning process were enjoyed and comfort. It could be seen that student's interesting in learning vocabulary through derivational exercise. Although derivational was new material for them, they had big curiosity to learn it. When the students found the difficulties, they could ask their friend and discussed it. They were not giving up learning it. The students also became good participants and active students. The students' performance for each meeting was different. In the first meeting the students were still passive in teaching learning process. But in next meeting the students could follow teaching learning process easily.

Finally, after finishing all the treatments, the researcher conducted the post test to know whether there is difference of the students' vocabulary achievement before and after being taught through derivational exercise. The result showed that the highest score was 94 and the lowest was 48 with the average score was 70.35. From the result of post test it can be seen students' vocabulary achievement improve after being taught through derivational exercise.

The result of the research was students had good attention and reaction in the class. Despite of derivational is new material for the student but it could attract them to learn. They could develop one word became more than one. According to Hughes (1993: 64) developing the word forces us to know everything include the language. As we know, that language is a tool of communication. As such one of

its primary functions is to communicate. It means that it was useful for students when they could develop a word.

On the other hand, the significant improvement of students' vocabulary achievement didn't mean students didn't have problems or difficulties in learning vocabulary. The result of pretest and posttest, the researcher found that there were students got low score in both pretest and posttest. It indicated that the students faced problems and got difficulties in learning vocabulary. In order to find out the problems were faced by students who got low score in learning vocabulary, the researcher conducted interview.

According to the result of the interview many students got the problems when they learned vocabulary through derivational. The specifications of the interview are shown in following table.

Table 7. The Problem Specifications the Result of Interview

The Interviewees	The Problems
The Student 1	She is sometimes still confused to determine which one of the prefix or suffix that suitable with the word because there are many list of prefix and suffix.
The Student 2	He got confused to identify part of speech and difficult to change the word.
The Student 3	It was so hard for her to use the word in the context.
The Student 4	There are kinds of affix (prefix and suffix) that felt complicated to suitable with the words.
The Student 5	He got difficulty to identify the word into class of word and change the word.

According to the result of interview it was found, the form and the use became the problems to the students in learning vocabulary through derivational exercise. In this occasion the students difficult to identify the class of word and students got confused to use the prefix and suffix that appropriate with the word because there are many list of suffixes and prefixes. And also sometimes the students still confused use the word in the context. Nation (2001) holds that knowing a word involves knowing the members of its word family and the number of members of the word family will increase as proficiency develops. Because of it learning the word has to understand all the components.

However, derivational exercise could overcome those problems. After practicing the derivational frequently, the students were gradually able to use the affix that appropriate with the word. And also the students were still enjoyed and happy in the class. Besides that, by implementing derivational exercise it helped the students to comprehend vocabulary especially they were not only know one word but also more than it. The students not only understand the meaning of the word but also the function of the word itself. The most important thing is they can learn how to develop one word become more than words. Beside that derivational build up students' creativity and productivity in building a word and also improve their vocabulary achievement. Based on the explanation above, it can be concluded that there is improvement of students' vocabulary achievement after being taught derivational exercise.

CONCLUSION

In line with the results of the data analysis and discussions, the researcher draws these following conclusions:

1. There is significant improvement of students' vocabulary achievement through derivational exercise. It can be proved from the increase of students' average score of pretest and post test. The mean score of post test is higher than pretest. The mean of the students' score in the pretest and posttest was increased from 54.94 to 70.35, in which the gain 15.41 points. Specially, derivational exercise improved the students' vocabulary in all content words. The highest increase of the content word was noun, in which it increased about 79 points. Derivational exercise can be used to teach vocabulary. The students who were taught derivational exercise more productive and creative how to form a new word by adding prefix or suffix. They could develop one word become more than one.
2. There were some problems the students face in learning vocabulary through derivational exercise. The problems could be divided as follow, the students difficult to identify the class of word and students got confused to use the prefix and suffix that appropriate with the word and sometimes the students still confused use the word in the context.

Referring to the conclusion above, the researcher proposes some suggestions to the teacher as follows:

- a. The researcher suggests that English teacher use derivational exercise as the way in teaching vocabulary. It can be alternative to teach vocabulary.

Since derivational exercise can improve the students' vocabulary achievement and motivate the students to learn new material.

- b. The teacher is expected to create various materials and find another way to make students master the affixes so they don't feel confused in changing a word. Once they have good attention it is easy for them to learn English and to participate in learning.

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