

VOCABULARIES DEVELOPMENT AT ISLAMIC SENIOR HIGH SCHOOL AHMAD YANI BATANG

Zulfa Alfaniah ✉

Universitas Pekalongan

Email:

Abstract

This article was created to measure students' ability to develop vocabulary at Islamic Senior High School Ahmad Yani Batang. Research in this article aimed to provide a clear and precise picture of students' abilities in developing vocabularies through the derivational suffix approach in the second year of Islamic Senior High School Ahmad Yani Batang. It used a descriptive qualitative approach. It began from the problems and the existing theoretical basis. The data obtained from this research were primary and secondary data, namely obtained by the results of interviews with teachers and students as well as observations made at the school. The sample of the research was taken from purposive sampling data from grade 2 students majoring in Science at Islamic Senior High School Ahmad Yani Batang. The writer also undertook semi-structured interviews in each classroom with the English teachers and students. The result of this research showed that students did not fully understand what derivational suffixes were. Therefore the teacher must provide a lot of theory that is balanced with a clear explanation of the derivational suffix

Keywords: Vocabulary, Derivation, Suffix, Phonology, Grammar, Morphology, Comprehension, and Word Formation.

Introduction

Language is an essential need for us because by learning a language, we can communicate with other people around us. As living beings, we are inseparable from one another. Without us knowing it, if we want to convey messages to other people such as when we will try to explain our situation or when we require help, in order to be understood, the use of the right language here is very necessary as an agent to connect with other people around us. Without language, we have difficulty communicating with other people.

In addition to that, language functioned as a connection between one person to the other person to give some very, very informative information. Learning a language that is used internationally can be helpful for us in enriching our knowledge. On the other hand, there are people who in addition to having language difficulties in speaking, for example, still have the motivation to learn or they are good in writing and other areas of language acquisition.

As known today, most students are also still poor in developing vocabulary. Even though students are required to be able to speak a foreign language that is English. Especially if they will later become English teachers. Many students of Senior High School are also still confused when learning vocabulary such as some of the students have difficulties in translating the text, understanding the text being taught by the teacher, and students' misconceptions when applying grammar arrangements appropriately because students have not mastered the vocabulary. So there must be a counterweight that is increasing vocabulary by mastering vocabulary. To reduce the level of difficulties for students in understanding vocabulary in the reading text and understanding the composition of the reading, the writer will conduct a research in describing vocabulary building based on derivation. By knowing derivation, the students will become aware of being able to develop words

from one word to another.

The articles in this study were made to help in improving and developing students' vocabulary mastery in the second year of Islamic Senior High School Ahmad Yani Batang. This article also enriches students' vocabulary in learning derivational words with the method used.

Derivational Words

The derivation is one kind of morphological process dealing with word formation alongside compounding. Before talking about word formation, it will be easier to understand the concept of morphemes and words first. As stated by Katamba (1993), morpheme refers to the smallest, invisible units of semantic material or grammatical function of which words are formed. A morpheme can not be decomposed into smaller units, such as singular or plural numbers in the noun, which are meaningful by themselves or marked a grammatical function. However, not all morphemes can stand as a word on their own. Therefore, the concepts between morphemes and words are different.

A word is made up of morphemes. But, morphemes can be bound or free. Free morpheme refers to a morpheme that can stand alone as a word, such as a, like, run, son, create, ring, etc. Free morphemes in which other morphemes are being attached often are called base or root. Such as in the form of untouchables, the stem is untouchable, it removes inflectional affixes -s. On the other hand, abound morpheme is the one that can not stand alone or need to be attached to other morphemes to be defined as a word. Lieber (2017) stated that derivation can be achieved by any formal morphological process such as affixation, reduplication, internal modification of bases, and subtraction. Nevertheless, the most common morphology used to generate derivation is affixation with the suffixation apparently more frequent than suffixation. Suffixation has modified the stem by attaching the bound morpheme in the end. The derivational suffix is the process by which a new word is produced from a stem, typically by adding a suffix.

Types of Derivational Words

1. Derivational Prefix

The prefix that modifies the portion of the speech is the prefix en-. The en-prefix turns the bases into verbs. For example, the word enlarges consists of the prefix en- and the base large.

It changes the adjective large to the verb enlarge. Other prefixes also do not change the part of speech but only change the meaning such as most prefixes of *un-*, *in-*, *re-*, *pre-*, *dis-*, *mis*, *a-*.

2. Derivational Suffix

Most derivations in English are achieved by suffixing. Kind of derivational suffixes are verb into noun (-ation, -ant, -er, -ing, -ist, -ion, -ment, -ery, -ee), verb into adjective (-ing, -ise/-ize, -ive, -able), noun into verb (-ate, -ise/-ize), noun into adjective (-al, -ate, -ish, -less, -ful, -(i)an, -some), adjective into verb (-ate, -ise), adjective into noun (-ness, -ity, -ship, -ery), adjective into noun (-ly), noun into noun (-aire, -acy, -er, -ery, -let, -ling, -er, -hood, -ship, -ism, -ist), adjective into adjective (-ish), and verb into verb (-er).

Forms of Suffix

1. Nominal Suffix

The nominal suffix are -age, -al, -ance (with its variants -ence/-ancy/-ency), -ant, -ce/-cy, -dom, -ee, -eer, -er (and its orthographic variant -or), -(e)ry, -ess, -ful, -hood, -(i)an (and its variant -ean), -ing, -ion, -ism, -ist, -ity, -ment, -ness, -ship.

2. Verbal Suffix

Four suffixes are eligible which derive verbs from other categories (mostly adjectives and nouns), they are -ate, -en, -ify, and -ize.

3. Adjectival Suffix

4. Adverbial Suffix

Function and Meaning of Derivational Suffix

Class Maintaining Derivational Suffix

According to Bauer L generally there are suffixes belong to this category:

1. -ess, as in lion to lioness, host to hostess, etc.
2. -ette, such as kitchen to kitchenette, major to majorette, etc.
3. -hood, as in brother to brotherhood, child to childhood, etc.
4. -ism, as in alcohol to alcoholism, patriot to patriotism, etc.
5. -ship, as in kin to kinship, friend to friendship, etc.

Class Changing Derivational Suffix

In English, there are some suffixes that modify verbs or adjectives into nouns. They are:

1. -ation, such as in stem or base categorize (v) that changed into categorization (n) by adding suffix -ation or verb starve become starvation (n) by adding -ation.
2. -ure, as in verb close become closure (n) or compose (v) to composure (n)
3. -al, as in arrive (v) □ arrival (n), recite (v) becomes recital (n)
4. -er/-or, such as in sing (v) to singer (n), conduct (v) to conductor (n)
5. -ment, such as in engage (v) to engagement (n)
6. -cy, such as inadequate (adj) to adequacy (n)
7. -ness, such as in bright (adj) to brightness (n)
8. -dom, such as in free (adj) to freedom (n)
9. -th, as in warm (adj) to warmth (n)
10. -ity, as in diverse (adj) to diversity (n)

Vocabulary Development through Derivational Suffixes

Vocabulary distinguishes in writing how simply and specifically students should express their thoughts to others. Vocabulary affects how well students understand in class discussion through listening. There are some aspects that need to be taught in vocabulary teaching, they are spelling and pronunciation, grammar, collocation, aspects of meaning: connotation, denotation and appropriateness, meaning relationship and word formation.

There are four main ways of word formation in modern English: Affixation, composition, conversion, abbreviation. There are also secondary ways as sound interchange. Affixation is one of the most productive ways of word building throughout the history of English. Its main function is to form one part of speech from another; the secondary function is to change the lexical meaning of the same part of speech. The process of affixation consists in coining a new word by adding an affix or

several affixes to some root morpheme. The role of the affix in this procedure is very important and therefore it is necessary to consider certain facts about the main types of affixes. Affixation is divided into suffixation and prefixation.

Research Design

This research is designed as a case study aiming to investigate second grade students Ahmad Yani Batang in developing vocabulary mastery through derivational suffixes.

Setting of the Study

Aiming to solve the research problems, the writer will determine the location of the study based on the school background which can provide the data needed by this research in an effort to achieve the research objectives.

Data and Data Source

The writer took a source through some books related to vocabulary and derivational words. Through observing the process of teaching learning of English by introducing or applying derivational suffix approaches might shed light on the significance of vocabularies and derivational suffix in the English learning of Islamic Senior High School Ahmad Yani Batang.

Data Collection

Data collecting technique is a sequence of ways that writers took to collect data empirically and objectively. To obtain valid data, some data of collection were applied. In case of collecting the data of the research, the writer needed the instruments.

Technique of Data Analysis

In gathering the data of the study, the writer used two methods. The writer undertook semi-structured interviews in each classroom with the English teachers and students in the second year of Islamic Senior High School Ahmad Yani Batang. The purpose of this research was for a writer to interview with a teacher to collect various types of data field notes.

Research Findings

The writer collected the data from interviewing the two teachers and some students in Islamic senior high school Ahmad Yani Batang and did observation of the online learning. The result is transcribed in the form of a document. The writer documented the observation from recorded interviews so the result could be analyzed. The writer observed the readiness of teachers in teaching English online. As previously known, this year's learning is completely different from previous years. Due to pandemic conditions, teachers usually teach material through games in class. However, this year the teacher teaches students through their smartphones so that it can only be done using social media such as WhatsApp, Google Classroom, Google Forms, Google Sheets, Google Slides, and Google Drive. In addition, teachers can take advantage of the application form of audiovisual such as application zooming, apps meet and so on. The whatsapp and google classroom applications can be used by teachers as a substitute for classes and form class groups. Materials can be in the form of text, images, videos and sound. The writer observed English teachers who were giving explanations of prefixes and suffixes with different techniques from the others

in teaching vocabulary. As what the writer got from observation and interviews, one teacher taught suffixes with theory and examples of their use.

Discussion

In the discussion, the writer took the result of the interview with an English teacher, and interviewed some students in the following table.

No.	Initial Conditions	Final Conditions
1.	Students are still confused with new, unfamiliar vocabulary.	After being explained by the teacher, students understand the new vocabulary.
2.	Not a few students who have not mastered vocabulary whose syllables are more than three syllables.	After being explained to the students, some students already understand the meaning of the new vocabulary.
3.	When given a question, many students are still confused with foreign words, such as the difference between the meaning of the word 'ill' and 'illness'. Then the word 'state' with the 'statement'	After being told, students understand the difference between ill and illness, and state and statement. <ul style="list-style-type: none"> - ill = sakit - ill + -ness = illness artinya kesakitan - state = menyatakan - state + -ment = pernyataan
4.	Previously, students could not give examples of derivational suffixes. So that the affixed words and their meanings cannot be guessed from new vocabulary.	After using learning methods through games, for example guessing a new word by giving some words that contain derivative suffixes. Students become aware of the meaning of affixes such as the difference between employee and employer. Then the word disappointed with the word disappointment, then the difference of the word write-written-writing-writer. In addition, by memorizing or repeating new vocabulary frequently. This method can improve students' ability to master new vocabulary that has just been heard and obtained.

Conclusion

The conclusion of this article based on the table that has been discussed is the condition of the students before using the learning method through games in developing vocabularies, namely:

1. Students are still confused with new, unfamiliar vocabulary
2. Not a few students who have not mastered vocabulary whose syllables are more than three syllables
3. When given a question, many students are still confused with foreign words, such as the difference between the meaning of the word 'ill' and 'illness'. Then the word 'state' with the 'statement'
4. Previously, students could not give examples of derivational suffixes. So that the affixed words and their meanings cannot be guessed new a vocabulary

The condition of the students after using the learning method through games in developing vocabularies, namely:

1. After being explained by the teacher, students understand the new vocabulary
2. After being explained to the students, some students already understand the meaning of the new vocabulary
3. After being told, students understand the difference between ill and illness, and state and statement.
4. After using learning methods through games

The writer concludes that by applying games method can improve students' ability to master new vocabulary that has just been heard and obtained.

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