

**IMPROVING STUDENTS' VOCABULARY IN WRITING
SENTENCES THROUGH TEACHING AFFIXES
AT THE GRADE X STUDENTS OF SMA N 2 SAWAHLUNTO**

THESIS



**Written By :
RINAWATI
81413**

*Submitted as Partial Fulfilment of the Requirements to obtain
a degree in Magister of Education (M.Pd)*

**ENGLISH EDUCATION SECTION
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2008**

ABSTRAK

Rinawati, 2009. Meningkatkan Kosa Kata dalam Menulis Kalimat melalui Kegiatan Pengajaran Affixes Siswa Kelas X SMA N 2 Sawahlunto Kota Sawahlunto. Thesis. Padang: Program Pascasarjana Universitas Negeri Padang.

Banyak Siswa yang telah duduk di kelas X SMA N 2 Sawahlunto Kota Sawahlunto masih belum mampu menulis kalimat dalam bahasa Inggris dengan baik. Para siswa ini mengalami kesulitan dalam menentukan kata benda, kata sifat, kata kerja dan kata keterangan yang berkaitan dengan penggunaan awalan dan akhiran. Sehingga siswa tidak memiliki banyak kosa kata sehingga menyebabkan siswa tidak mampu menulis kalimat dengan baik. Fenomena ini menarik untuk diselidiki untuk dicarikan jalan keluarnya.

Tujuan penelitian ini adalah untuk mengobservasi apakah kegiatan pengajaran affixes bisa meningkatkan kosa kata mereka di dalam menulis kalimat dalam bahasa Inggris dikalangan siswa kelas X SMA N 2 Sawahlunto Kota Sawahlunto.

Penelitian ini diklasifikasikan ke dalam penelitian tindakan kelas. Data dikumpulkan melalui observasi, test dan wawancara. Lembaran tersebut digunakan untuk memperoleh informasi tambahan dari siswa.

Peneliti menemui bahwa banyak siswa yang menghadapi beberapa masalah dalam menulis kalimat karena mereka tidak bisa membedakan antara kata benda, kata sifat, kata kerja dan kata keterangan yang dibentuk dari awalan dan akhiran sehingga mereka memiliki ketiadaan kosa kata sehingga mereka menghadapi kesulitan dalam mengekspresikan kalimat. Masalah kedua adalah para siswa tersebut mereka tidak mampu membentuk kata benda, kata sifat, kata kerja dan kata keterangan karena mereka tidak mengenal awalan dan akhiran. Masalah ini disebabkan oleh strategi guru dalam mengajarkan kosa kata karena siswa tidak diajarkan tentang pembentukan kata melaui awalan dan akhiran. Temuan dari penelitian ini telah menjawab pertanyaan penelitian – bahwa kegiatan pengajaran affixes dapat meningkatkan kosa kata siswa siswa dalam menulis kalimat Siswa kelas X SMA N 1 Sawahlunto Kota Sawahlunto.

ABSTRACT

Rinawati, 2009. Improving Students' Vocabulary in Writing Sentences through Teaching Affixes at the Grade X students o SMA N 2 Sawahlunto. Thesis. Graduate Program, State University of Padang.

Most of grade X students of SMA 2 Sawahlunto were not able to write sentence in English well. They had lack of vocabularies and difficulties in orming noun, adjective, verb and adverb which are related to prefix and suffix. The students did not have a lot of vocabulary; consequently they were not able to write sentences well. This phenomenon was interesting to be investigated and found the problem solving.

The purpose of this research is to explain and disclose to what extent teaching affixes can improve students' vocabulary in writing sentences at grade X students of SMA 2 Sawahlunto. The second one is to describe and explain that factors influences the students' vocabulary in writing sentences at grade X students of SMA 2 Sawahlunto.

Get more information from the students. This research was classified into classroom action research. The data were collected through observation, test, and interview. Then collecting data was used to gett more information from the students.

The researcher found out that most of the students faced some problems in writing sentences because they could not determine noun, adjective, verb and adverb which are formed by prefix and suffix as a result they had lack of vocabulary and they had difficulties in expressing their sentences. The second problem related to students' ability to form noun, adjective, verb and adverb because they did not recognize the prefix and suffix well. These problems were caused by the teacher's strategy in teaching vocabulary. The students were not taught how about word formation. The research findings have answered the research questions that teaching affixes could improve students' vocabulary in writing sentences at grade X students of SMA 2 Sawahlunto.

PERSETUJUAN AKHIR TESIS

Nama Mahasiswa : Rinawati
N I M : 81413

Nama	Tanda Tangan	Tanggal
<u>Prof. Dr. M. Zaim, M.Hum.</u> Pembimbing I	_____	_____
<u>Dr. Desmawati Radjab, M.Pd.</u> Pembimbing II	_____	_____

Direktur Program Pascasarjana
Universitas Negeri Padang

Ketua Program Studi

Prof. Dr. Mukhaiyar, M. Pd.
NIP. 19500612 197603 1 005

Dr. Desmawati Radjab, M.Pd.
NIP.

PERSETUJUAN KOMISI UJIAN TESIS MAGISTER KEPENDIDIKAN

No.	Nama	Tanda Tangan
1.	<u>Prof. Dr. M. Zaim, M.Hum.</u> (Ketua)	_____
2.	<u>Dr. Desmawati Radjab, M.Pd.</u> (Sekretaris)	_____
3.	<u>Prof. Drs. H. Zainil, M. A., Ph. D.</u> (Anggota)	_____
4.	<u>Prof. Dr. Suparno M.Pd</u> (Anggota)	_____
5.	<u>Prof. Dr. Rusdi Thaib, M.Ed.</u> (Anggota)	_____

Mahasiswa

Nama Mahasiswa : Rinawati
N I M : 81413
Tanggal Ujian : 10 Februari 2009

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul **"Improving Students' Vocabulary in Writing Sentences through Teaching Affixes at the Grade X Students of SMA N 2 Sawahlunto"** adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan dari tim pembimbing dan penguji saya.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang ditulis atau dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan didalam naskah saya dengan menyebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidak benaran dari pernyataan ini, maka saya bersedia menerima sanksi akademik dalam bentuk pencabutan gelar yang telah saya peroleh, serta sanksi sesuai dengan norm dan ketentuan hukum yang berlaku.

Padang, 10 Februari 2009
Saya Yang Menyatakan

RINAWATI
NIM. 81413

PREFACE

Alhamdulillah the writer could finish this thesis under the title **”Improving Students’ Vocabulary in Writing Sentences through Teaching Affixes at the Grade X TKJ Students of SMA N 2 Sawahlunto”**. It was written to fulfill one of the requirements to obtain the degree of magistrate education or magister pendidikan (M.Pd) at State University of Padang.

Here the writer wants to express her thanks to the following honorable persons:

1. Prof. Dr. M. Zaim, M. Hum and Dr. Desmawati Radjab, M. Pd as thesis advisor and co advisor, who have given her much attention, suggestions, corrections and advice to finish this thesis.
2. Prof. Drs. H. Zainil, M. A., Ph. D, Prof. Dr. Suparno M.Pd, Rusdi Thaib, Ph.d as thesis examiners and who have given her suggestions, corrections and idea contributions for this thesis improvement.
3. The government of Sawahlunto city who provide her the educational scholarship and attend the lecturing at Graduate Program at State University of Padang.
4. Headmaster and vice headmaster of SMA N 2 Sawahlunto who have helped her in getting data and some information to complete this research.
5. As her beloved husband “Poni” and her beloved son “ Afif Rivo Pratama, her beloved daughter “Afifa Rivo Pratiwi” who have given her spirit and motivation while finishing this thesis.
6. As her beloved mother “Ranizar” for her good wishes for the researcher.

Finally the writer gives her deepest thanks to my classmates of English class , my collaborator and to everyone who has supported and given her suggestion during the study. The writer wishes Allah swt blesses them all.

Padang, Februari 10th, 2009

The Writer

TABLE OF CONTENT

ABSTRAK	i
ABSTRACT	ii
PERSETUJUAN AKHIR THESIS	iii
PERSETUJUAN KOMISI UJIAN AKHIR THESIS MAGISTER	iv
SURAT PERNYATAAN	v
PREFACE	vi
TABLE OF CONTENT	vii

CHAPTER I. INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	4
D. Formulation of the Problem	4
E. Purpose of the Research	5
F. Importance of the Research	5
G. Definition of the Key Terms	6

CHAPTER II REVIEW OF RELATED LITERATURE

A. Theoretical Framework.....	7
1. Vocabulary.....	7
a. Vocabulary Mastery	7
b. Teaching Vocabulary	9

2. Writing	11
a. The nature of Writing	11
b. Teaching Writing Skill	13
3. Affixes.....	14
a. Prefixes	16
b. Suffixes	17
c. Teaching Affixes in Writing Sentences	18
4. Word Classes	21
B. Review of Related Findings	25
C. Conceptual Framework	27
CHAPTER III RESEARCH METHODOLOGY	
A. Type of the Research	28
B. Procedure of the Research	29
C. Participants	34
D. Instruments	34
E. Data Collection	35
F. Data Analysis	36
CHAPTER IV FINDINGS AND DISCUSSION	
A. Description of Data.....	49
1. First Cycle.....	49
2. Second Cycle.....	67
3. Third Cycle.....	81
B. Findings.....	92.

	C. Limitation.....	94
CHAPTER V	CONCLUSION, IMPLICATION AND SUGGESTION	
	A. Conclusion.....	95
	B. Implication.....	96
	C. Suggestion.....	96
REFERENCES		

CHAPTER 1

INTRODUCTION

A. Background of the Problem

There are four skills that should be taught by English teachers to the students and they are expected to master them. The four skills are listening, speaking, reading, and writing. Writing is one of the ways to carry on communication besides speaking. Through writing people can express their ideas, opinion, or feeling in various forms such as, in essay, papers, books, poems, novels, letters and research reports.

Writing is also an interactive process between the reader and the text or the messages written by the writer. The readers are expected to understand and comprehend what the writer wants to express and write.

Among the four language skills, many people agree that writing may truly be considered the most difficult skill for students to master. Writing is considered as a difficult skill; even in ones own native language. One reason that writing is so difficult relates to the fact that, a writer's ideas must use good grammar and appropriate vocabulary as well.

Moreover, writing is said as a complex process because it involves several inter connected aspects such as vocabulary, grammar, punctuation, and organization. In addition, there are five general components in writing. They are content, organization, grammar, style and mechanism. The students should consider all the aspect components above to create a good written work.

It is obvious that writing in English plays an important role in our daily life. Nevertheless, what we found in the field that is, most of the students do not have ability in writing. When the teacher gives them writing task at home, they feel it is a very difficult task.

Based on the researcher's experiences in teaching writing at SMU N 2 Sawahlunto, the difficulties of the students in writing might be caused by the teachers and the students themselves. The problems that are caused by the teachers might be the teachers' sensitivity in applying the most meaningful strategy. The strategy might not increase students' vocabularies. And the last from the students themselves, they get difficulties in choosing words.. The might not know unfamiliar words or the word classes which are formed by affixes.

Furthermore, based on the observation on students' exam in 2006/2007, it was found out that the result of the writing test was very low. In the test, students were asked to write sentences and the result shows only 3 of 28 students got 6 as the minimum criteria for the assessment. This phenomenon occurs in the researcher's own class of the first year students of SMAN 2 Sawahlunto.

There are some problems that they face in writing sentences. First, they often get difficulties to express their ideas in writing. They do not have self confidence to write it. Second, they have lack of vocabularies. Without a sufficient vocabulary, one cannot communicate effectively or express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language.

The third problem is grammatical error, especially in understanding of affixes. It is also related to word classes. They do not know how to form and

determine verb, adjective, noun and adverb from affixes in sentences. They just put any words that they found in dictionary without considering whether they are appropriate for the sentences they write or not. As the result, when the English teacher reads his or her writing task, he or she is so confused in getting the meaning.

Teaching affixes can be one of the ways to help students compose a good sentence. Here the students studied first the forms of words or word classes such as noun, verb, adjective and adverb to improve their vocabulary. Then, they were taught how to write them in a good sentence. We can see now that learning grammar; in this case “affixes” is a first step for students to study how words are created and how to produce their good sentence without grammatical error.

To solve the above problems, the researcher was interested in doing research in applying word classes formed by affixes not only to increase students' vocabulary but also writing ability at the first year in SMAN 2 Sawahlunto.

B. Identification of the problem

Based on the researcher's experiences and diagnoses in SMU N 2 Sawahlunto, the difficulties of the students in writing might be caused by the teachers and the students themselves. The problems that are caused by the teachers might be the teachers' sensitivity in applying the most meaningful strategy. The strategy might not increase students' vocabularies. And the last from the students themselves, they get difficulties in expressing and organizing ideas. They might not know unfamiliar words or the structure of words. They often make mistakes in word choice in a sentence. They do not know affixes and word classes, as a result, and they do not

know how to differentiate verb, adjective, noun and adverb; consequently they can not put them in appropriate place in sentences. This often makes researcher get confused when reading the result of their composition because it is hard to understand them.

C. Limitation of the problem

Because of the limited time, researcher only focused on two problems in this research. They were in the aspect of increasing the student's vocabulary in writing sentences and the method of teaching writing. They did not know how to form word classes formed by affixes. They could not differentiate which one is verb, noun, adjective or adverb if they do not know affixes. Those two sources of the problems were solved by teaching affixes.

The researcher was interested to conduct this research because this research has not been conducted yet at SMAN 2 Sawahlunto.

D. Formulation of the Problem

This research was to explain the question of:

1. To what extent can the teaching affixes improve students' vocabulary in writing sentences at the grade 10 students of SMA N 2 quantitatively and qualitatively?
2. What factors influence the changes mentioned in point one above?

E. Purpose of the Research

The purpose of the research was to know to what extent the teaching affixes could enrich students' vocabulary in writing sentences at the grade 10 students of SMAN 2 Sawahlunto. And it was to encourage the students to write sentences intensively, naturally and creatively and they can arrange the sentences correctly as well.

F. Importance of the Research

The result of this result is expected to give contribution to:

1. Teachers:

- This research is helpful for teachers to improve their teaching strategy and can overcome the problems that they encounter in teaching vocabulary in writing sentences.
- The teacher may use teaching affixes to enrich students' vocabularies.

2. Students:

- It is also expected that this research will help students to improve their vocabulary through affixes.
- The students will learn word classes formed by affixes so that they can put the verb, adjective, noun and adverb in appropriate place in sentences.
- The students will get good result after learning by doing affixes.

G. Definition of the Key Terms

To avoid misunderstanding in this research, the key terms are defined as follows:

- a. Students' vocabulary is amount of English words that they mastered when they write sentences.
- b. An affix is a bound morpheme that occurs before or behind a base. It is the word parts that are added before or after the base to form these others words are called affixes.
- c. A suffix is a syllable or syllables added at the end of a word or words element to modify its meaning.
- d. Prefix is a word part such as trans- that can be added to the beginning of a root word to change meaning. It is as the word part which comes at the beginning of a word.
- e. Word Classes - a description of parts of speech - formally belong to the language, but their function is to help us categorize the world by linguistic means.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Overall, the implication of teaching affixes in teaching writing sentences has successfully increased students' vocabulary and writing sentences skill X of SMA N 2 Sawahlunto. The main finding of the research is to improve students' vocabulary and writing sentences ability. It can be seen from these results:

- a. Most of the students tried to understand the concept of affixes (prefix and suffix)
- b. Most of the students were responsible to the tasks and accepted the task well and did the tasks seriously and finished them on time.
- c. Most of the students were able to write sentences well.
- d. The students' vocabulary was increased significantly.
- e. Most of the students were interested in writing sentences activity and they were able to participate actively in the class.

Related to the second question of this research, the researcher concluded that there were some factors which influenced students' motivation and reading comprehension:

- a. Students' belief about self. They had good self confidence that they could do writing sentences well. They felt comfortable to write. They could finish the tasks as well.

- b. Involvement. They participated actively in teaching and learning process.
They worked hard and could finish the task on time. They were never absent and presented the class on time.
- c. Attitude. They were discipline, did the tasks seriously, and initiated to practice outside the class. They paid fully attention to teacher's explanation.
- d. The students were motivated because of some reasons, such as they were also supported by the teacher and their friends; as a result they did not feel anxiety to write.
- e. The teacher used LCD to display the pictures text so they could do the tasks easily and faster.

B. Implication

In connection with the result of this action research, there are several implications for the next writing sentences activity:

- a. Teaching affixes is good way to be used in writing sentences activity.
- b. Teaching affixes can be used to motivate students to be able to write sentences easily and creatively.
- c. Teaching affixes can improve students' vocabulary.

C. Suggestions

Based on the result of this research, the researcher gives some implications and suggestion as follow:

- a. Teacher should motivate the students to write sentences much and more by teaching affixes. Moreover, the teacher has to explain some advantages of learning affixes.
- b. Teacher should motivate the students to learn affixes in order to increase their vocabulary.
- c. Teacher should be patient in introducing the students to be good writers.
- d. Teachers give many writing tasks which can be done at home or outside the school to the students.
- e. Teacher should control the students' writing sentences activity outside of class by using writing report.

REFERENCES

- Anderson, Durston and Poole. (1969). *Efficient Reading: A Practical Guide*. Sydney: Mc Graw-Hill Book Company.
- Anima, Chakraverty. (2000). *Dynamics of Writing*. English Teaching Forum. Vol. July. P.22
- Arikunto, Suharsimi, et.al. (2006). *Penelitian Tindakan Kelas*. Jakarta: PT Bumi Aksara
- Asnah. (1992). *A Study on Dificulties in Learning the Ing-form by the Third Year Students o SMA 8 Padang*.
- Bond, Guy L. and Wagner, Eve Bond. (1960). *Teaching the Child to Read*. New York. MacMillan Company.
- Burns, Paul. (1966). *The Language Arts in Applied to Teaching*. New York; The Bobs Merrill Company, Inc.
- Byrne, Donn. (1982). *Teaching Writing Skills*. Singapore, Strong Printing Corp.
- Carthy, Mc Michael. (1997). *Vocabulary in Use*. Upper Intermediate. London: Cambridge University Press.
- Dubin, Fraida et al. (1986). *Teaching Second Language Reading for Academic Purpose*, Massachussets, Addison-Wesley Publishing Company.
- Elfira. (1994). *A Correlation between Word Analysis Skill and Writing Ability of the 4th Year Students o the English Department of FKIP Bung Hatta University Padang*.
- Finnochiarro, M. (1973). *The Foreign Language Learner*. USA. Regent Publishing Company.
- Finnochiaro, M. 1974. *English as a Second Language: From Theory to Practice*. NewYork: Regent Publishing Company
- Hodge, Carletton T. (1986). *Morphology and Syntax: Linguistics*. (Edited by Archibald A. Hill) New York: Voice of American Forum Lectures.
- Hornby, A.S. (1974). *Guide to Pattern and Usage in English*. 2nd Ed, Oxford: University Press.
- Jennings, Nancy and Stevenson. (1980). *Consider Your Words*. 3rd Ed. New York. Harper & Raw, Publisher, Inc.