



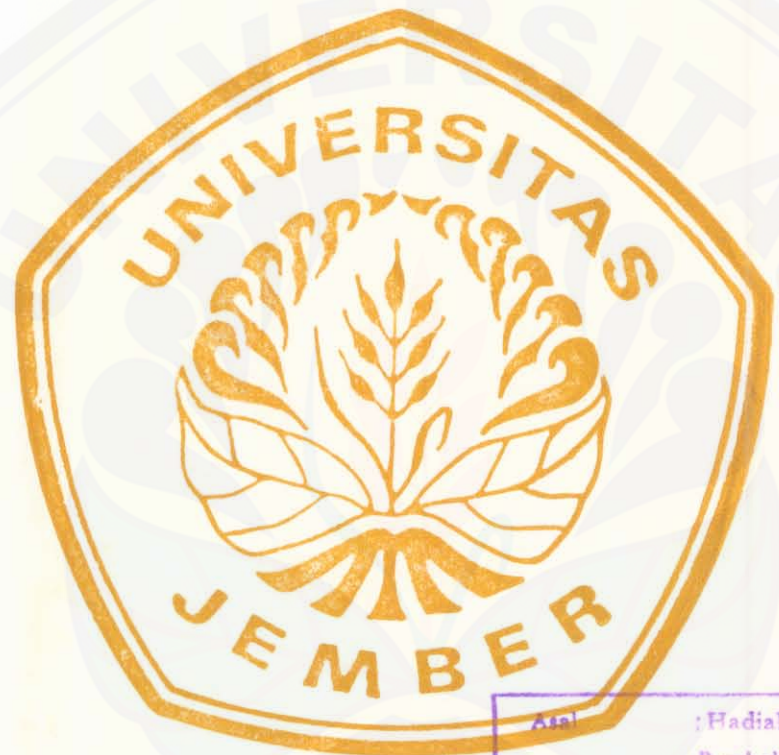
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TIDAK DIPINJAMKAN KELUAR

**THE ABILITY OF USING INFLECTIONAL AFFIXES ON VOCABULARY
OF THE SECOND YEAR STUDENTS AT MAN II TULUNGAGUNG
IN THE ACADEMIC YEAR 1999/2000**

THESIS



BY

SRI WAHYUNI

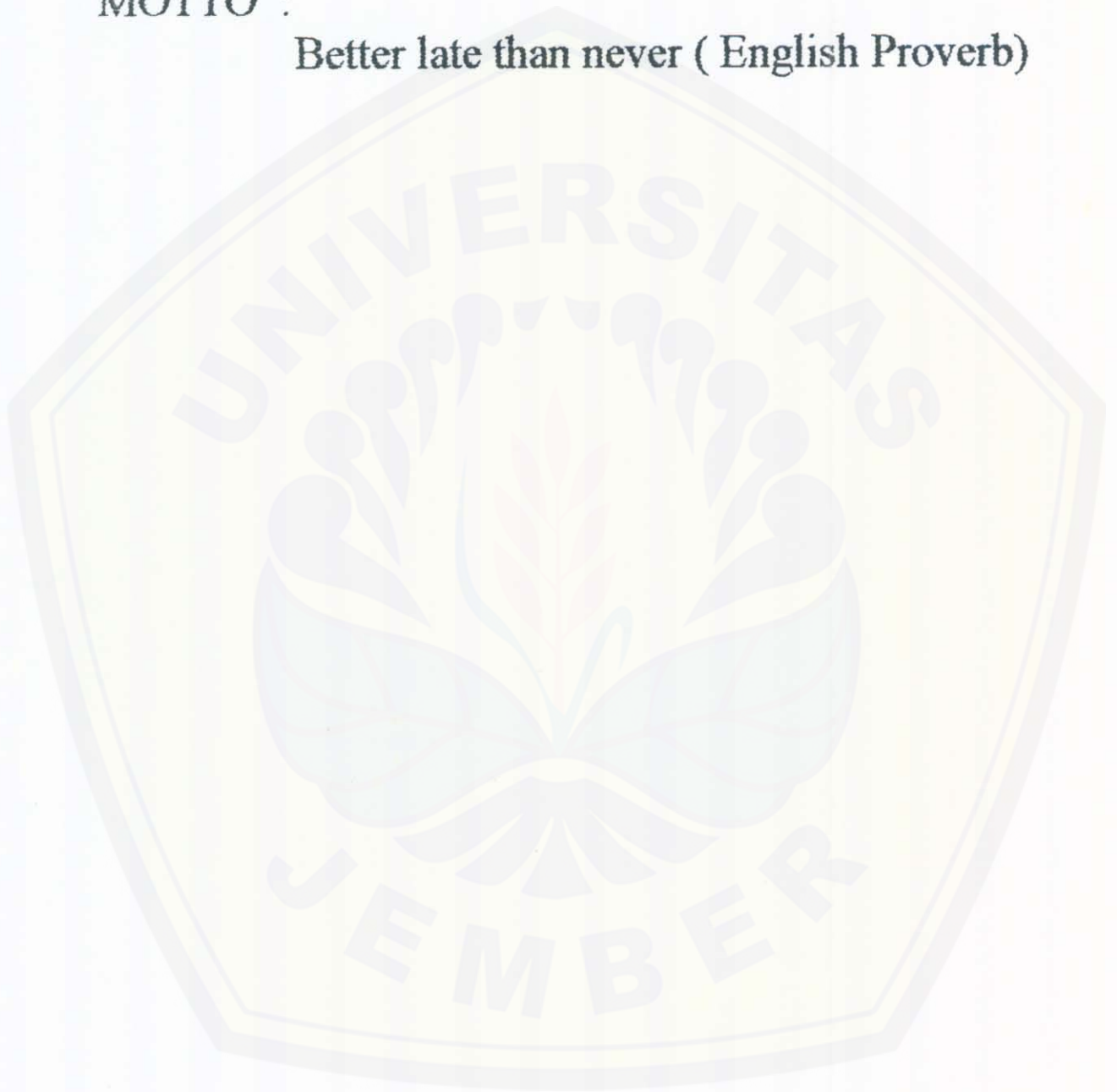
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**FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2000**

MOTTO :

Better late than never (English Proverb)



Dedication :

This thesis is honorably dedicated to :

1. My beloved Father
2. My beloved Mother
3. My beloved Husband ✓
4. My beloved Daughter
5. My Friends
6. My Almamater



THE ABILITY OF USING INFLECTIONAL AFFIXES ON VOCABULARY OF THE SECOND YEAR STUDENTS AT MAN II TULUNGAGUNG IN THE ACADEMIC YEAR 1999/2000.

THESIS

Presented as one of the Requirements to Obtain the Degree of S1 at English Programme,
Language and Arts Department,
the Faculty of Teacher Training and Education
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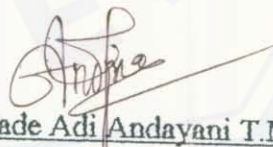
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The writer really realizes that this thesis is not perfect yet. For the sake of perfection, the writer also expects this research will be useful for the readers especially in the field of Education.

Jember March 2000

The Writer

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ABSTRACT

Sri Wahyuni, 2000, The Ability of Using Inflectional Affixes on Vocabulary of Second Year Students at MAN II Tulungagung in the Academic Year 1999/2000.

Thesis, English Program, Language and Arts Department,
Faculty of Teacher Training And Education, Jember University.

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Key Words : Inflectional Affixes, and Vocabulary

Vocabulary is important for the students to support all aspects of the English language skill because this skill is a foundation for them. It is considered as the complicated problem when the students begin to learnt vocabulary. Enlarging vocabulary by learning morphology is efficient enough because the students will to know how word is formed. Inflectional Affixes is a part of English Morphology which is considered as the complicated problem when the students are beginning to use. In reality, the students still face some difficulties in using inflectional affixes on vocabulary. The problem in the study is "How was the ability of the second year students in using inflectional affixes on vocabulary at MAN II Tulungagung in the academic year 1999/2000 ?" The objective of the study is to know the ability of the second year students of MAN II Tulungagung in the academic year 1999/2000 in using inflectional affixes on Vocabulary. This is sampling research. The respondents were taken by using proportional random sampling technique. The respondents were the second year students of MAN II Tulungagung in the academic year 1999/2000. The number of respondents are 42 students. To get the primary data about the students' ability in using inflectional affixes on vocabulary, the researcher used test, while interview, observation, and documentation were used to get the supporting data about the curriculum used in MAN II Tulungagung, the technique used to teach vocabulary, the compulsory books used by the students and the teacher. the total number of the second year students, the name of respondents, the list of personals, the location of the school, the facilities of the school and the students' activities in doing test. To analyze the obtained data, the researcher used the percentage formula. The result of this research was : The students' ability in using inflectional affixes on vocabulary was enough.

I. INTRODUCTION

1.1 Background of the Study

Language is an important aspect for human life. It functions as a means of communication for human beings. By using language, people will be able to convey certain thoughts and feelings. Besides, it also functions as the key to get information and information itself is one of the important things used to develop and improve human's life. As a matter of fact, one cannot be separated from information. Because of the importance of information itself, one should be able to master the language and its grammar. In addition, language becomes one of human's needs.

English is considered important in Indonesia. This is mainly based on two reasons. First, English is the first foreign language taught as a compulsory subject both in Junior High School (SMP) and Senior High School (SMU). Second, it is used as a means of communication among people for getting a job, making bussiness, etc.(Indriyati, 1994 : 1).

Realizing the role of English as a means of communication, getting a job and making bussiness, students have to master this language involving all aspects of the English language skills, namely: listening, speaking, reading, and writing. It is important for the students to understand word or vocabulary being used in order to support all aspects of the English language skills. Vocabulary is not stated as an aspect of the English language skills; however, this skill is a foundation for all aspects of the English skill. In other words, it is impossible for the students to learn, speak, and write English well without mastering vocabulary. Because of that reason, it is important for the students to enlarge their vocabulary.

According to Sukarno (1997 : 4) there are some ways to enlarge vocabulary, for example: idiomatic expression, learning the stem (root word) and learning morphology. Learning vocabulary by idiomatic expression is less effective because the students are easy to forget the vocabulary they have learnt. However, enlarging vocabulary by learning morphology is efficient enough because the students will be able to know how word is formed.

According to Nida (1949 : 1) morphology is a part of grammatical system defined as a study of form or morphemes and their arrangement in forming words. Morphemes may either be free morphemes or bound morphemes. Bound morphemes never occur in isolation, while free morphemes can stand by themselves. Free morphemes are usually stems such as dog, sad, wood, etc.

Further, Yule (1985 : 60) defines bound morphemes are also called affixes, for all affixes are bound morphemes. In addition to this, Langacker (1973 : 77) says that affixes are grammatical morphemes that are added to a root to form larger units. Based on the description above, bound morphemes or affixes are grammatical morphemes that are added to a root to form larger units.

According to their position where bound morphemes attach to free morpheme, there are two kinds of affixes, namely prefix and suffix. While based on the function of bound grammatical morpheme, there are two kinds of affixes, namely, inflectional affixes and derivational affixes. In this present study, the writer does not want to analyze all kinds of affixes. She limits her study to inflectional affixes only.

Inflectional affixes are a part of English morphology which are considered as the complicated problem when the students are beginning to use. In reality, the students still face some difficulties in using inflectional affixes on English words. The students' difficulties in learning inflectional affixes have been examined by several studies. First, Sumarti (1992) found that the most frequent error type of inflectional affixes was misformation (56%), followed by omission (24%), misordering (15%), and addition (5%). Second, Indriyati (1994) found that inflectional affixes errors were often made in the type of omission. She found that inflectional affixes error occurred much more (about 90,34%) than derivational affixes.

Based on the description above, the researcher tries to conduct a research entitled "The Ability of Using Inflectional Affixes on Vocabulary of The Second Year Students at MAN II Tulungagung in the Academic Year 1999/2000."

1.2 Problem Formulation

The problem of this research can be formulated as follows : “How is the ability of the second year students in using inflectional affixes on vocabulary at MAN II Tulungagung in the academic year 1999/2000 ?”

1.3 Operational Definition

Research is a kind of communication process between the researcher and the readers. The researcher, as a person who is doing the investigation, must define the terms in the research variable so that between the researcher and the readers have the same interpretation. In this case, when the researcher attempt to communicate his findings to others, he requires the preciseness of the language. Tuckman (1978 :79) says that researcher must convey meaning in sufficient preciseness so that any reader from any background understand exactly what is being said and in sufficient detail to make replication possible.

It is necessary to define the research variables, because the operational definition refers to the instruments which can be used to collect the data (Suryabrata, 1992 :76). In other words, operational definition may guide the research in constructing the instruments. After defining the variable of the research ; hopefully, between the researcher and the readers will not have misunderstanding about the instruments of the research.

In addition to this, Tuckman (1978 :13) defines operationalizing variables means stating them in observable and measurable form, making them available for manipulation, control, and examination.

Based on the description above, operational definition is intended as a means which can be used to state them in observable and measurable form, making them available for manipulation, control, and examination in collecting the data. The terms which need to be defined in this research are as follows : The ability in using inflectional affixes and vocabulary.

1.3.1 Ability in Using Inflectional Affixes on Vocabulary

The terms "Ability in Using Inflectional Affixes on Vocabulary" in the title of this thesis refers to the students' capability to use bound morphemes which are added to free morphemes. The results of addition will change the meaning but not change their part of speech as a noun, and the students applied them on nouns, verbs, adjectives, and adverbs.

1.4 Objective of the Study

Knowing the research objective is essential because it led the readers and the researcher towards a mutual interpretation. The objective of the research is to know the ability of the second year students of MAN II Tulungagung in the academic year 1999/2000 in using inflectional affixes on vocabulary.

1.5 Significance of the Study

Hopefully, the results of the study is useful for English teachers the students, and the other researchers.

1.5.1 For The English Teacher

- 1) This research results can be used by the English teacher as feedback of teaching the English morphology, especially the inflectional affixes so it will improve the students' achievement on using inflectional affixes on vocabulary
- 2) The research results enable the English teacher to encourage the students to master the inflectional affixes because it will improve the students' ability in enlarging vocabulary.

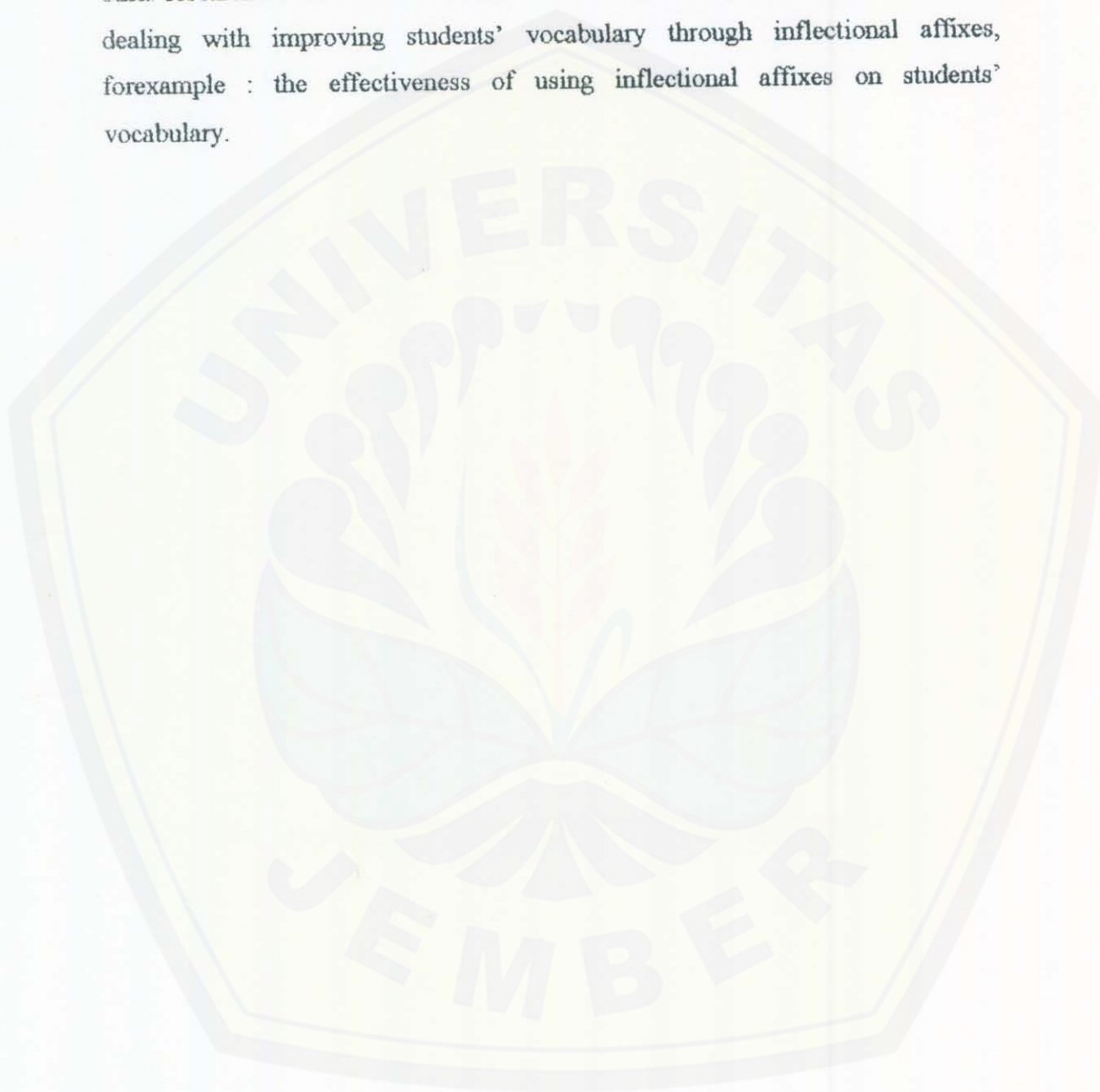
1.5.2 For The Students

- 1) The results of the research enable the students to increase their understanding of inflectional affixes so they can enlarge their vocabulary ;
- 2) It encourages the students to study harder so that they could decrease their mistakes in using inflectional affixes.



1.5.3 For the Other Researchers

The results of this research can be used as a reference and input for the other researchers who want to conduct a Classroom Action Research, especially dealing with improving students' vocabulary through inflectional affixes, foreexample : the effectiveness of using inflectional affixes on students' vocabulary.



II. REVIEW OF RELATED LITERATURE

2.1 Inflectional Affixes.

Langacker (1973 : 78) defines inflectional affixes as bound grammatical morphemes when added to free morphemes will change their meaning but not change their part of speech as noun. Moreover, Yule adds that inflectional affixes are bound morphemes which carry grammatical meanings and they do not change the class of the base to which they are added (Yule,1985: 60).Based on the idea above, inflectional affixes are bound morphemes when added to free morphemes will change their meaning and not change the parts of speech but only serve as grammatical function, such as suffix -s in dog and dogs. The parts of speech of dog and dogs are nouns and the meaning is the same (they refer to the same thing, that is dog).However, dogs with an ending (-s) indicates plural and the meaning is there, are more than one dog (number). The ending (-s) shows different form of the same word (dog - dogs).

According to Manis et al., (1987 :130) there are eight (8) English inflectional affixes, and most of them are suffixes. All of them are shown as follows.

Table 1. English Inflectional Affixes

Base	Suffix	Function	Example
Wait	- s	3 – rd person singular	She waits there at noon.
Wait	- ed	past tense	She waited there yesterday.
Wait	- ing	progressive tense	She is waiting there right now.
Chair	- s	plural marker	The chairs are set around the table.
Yati	's	possessive	Yati's bag is cheap.
Eat	- en	past participle	Jack has eaten all the oranges.
Fast	- er	comparative adjective and adverb	Billy Jean runs faster than Bob.
Fast	- est	superlative adjective and adverb	Valerie is the fastest runner of all.

English inflectional affixes are much more productive than derivational affixes, because almost of them apply to the member of class word, such as plural morphemes that apply to all nouns. While the 3-rd person singular inflection apply to all verbs in term of verbs agreement. The third person singular present tense is also applied to all verbs while the comparative and superlative morpheme inflection are applied to all many adjectives and adverbs. The classification of English inflectional affixes are,

2.1.1 Third person singular inflection

English inflectional affixes for indicating 3-rd person singular is applied to verb in simple present tense. The verb of present tense form is the same as the stem form, except when the word preceding the verb is he, she, it, or words for which these words may be substituted (the man, that woman, the machine), for example, *Robert solves problems easily*. Since Robert is considered as the third person singular subject, so, the verb following must be added by suffix -s.

According to Allen, (1989:67-69) the third person singular of almost all verbs is made by adding -s or -es to the simple form. The ending -es is added in the following case :

- a. to a simple form ending in the letters *ch, s, sh, x, or z*

example :

pass - passes

push - pushes

- b. to a simple form ending in y, preceded by a consonant (after changing [y] to [i])

example :

study - studies

cry - cries

- c. to **(do)** and **(go)**

example :

do - does

go - goes

- d. the ending **(-s)** is added to the simple form of all other verbs (except **have**)

example :

see - sees

get - gets

but : have - **has**

2.1.2 Past tense inflection

The simple past tense is formed by using the simple past form of the verb. For regular verb, the past form is made by adding - ed to the simple form (kick + -ed, want + - ed, etc). For irregular verbs the past forms are more or less idiosyncratic (wrote, swam, caught, froze, went, etc) (Cook, Suter 1980 : 51).

Further, according to Allen, (1989:86) the great majority of English verbs form the past tense by adding -d or -ed (occasionally t) to the simple form of the verb.

- a. the ending -d is added when the simple form ends in e or ee.

example :

hope - hoped

free - freed

- b. the ending -ed is added to all other verbs, the following changes in spelling occur :

- 1) final -y, preceded by a consonant, is changed to i before adding -ed.

example :

study - studied

cry - cried

- 2) a final consonant letter (except **h, w, x, y**), preceded by a single vowel letter, is doubled in words of one syllable.

example :

beg - begged

stop - stopped

but: tax (ends in **x**) - taxed.

- 3) a final consonant letter (except **h, w, x, y**) preceded by a single vowel letter, is doubled in words accented on the last syllable.

example :

permit - permitted

occur - occurred

But : attempt (ends in three consonant letters) - attempted.

gather (accent of first syllable) - gathered

2.1.3 Progressive Inflection

According to Krohn (1982:36) the present progressive made with a form of be and the -ing form of the main verb, indicates an action or event which is actually in progress at this moment.

Example :

see - seeing

ask - asking

The following changes in spelling occur when the adding - ing is added to the simple form of the verbs :

- a. a final **e** that is not pronounced is dropped.

example :

write - writing

take - taking

but, a final **ee** is retained.

example :

free - freeing

agree - agreeing

- b. a final consonant letter (except **h, w, x, y**) preceded by a single vowel letter, is doubled in words of one syllable.

example :

beg - begging

stop - stopping

But, fix (ends in **x**) - fixing

greet (two vowel letters before consonant) - greeting.

- c. a final consonant letter (except **h, w, x, y**), preceded by a single vowel letter, is doubled in words accented on the last syllable.

example :

begin - beginning

permit - permitting

But suffer (accent on first syllable) - suffering.

- c. a few verbs end in **ie**. The **ie** in some of these verb changes to **y** when the **-ing** ending is added.

example :

die - dying

lie - lying

2.1.4 Past Participle Inflection

Krohn (1982:202-203) argues that there are certain rules to apply past participle inflection :

- a. the simple form and the past form are the same, but the past participle is different.

example :

beat - beat - beaten .

- b. the simple form and the past participle inflection of certain verb are the same, but the past inflection is different.

example :

become - became - become

come - came - come

- c. the past tense and past participle inflection of certain verb are the same
example :

bring - brought - brought

buy - bought - bought

- d. the simple inflection, past inflection and past participle inflection of certain verb are different

example :

arise - arose - arisen

begin - began - begun

2.1.4 Plural Inflection

A plural form of a noun is regularly formed by adding -s or -es to the singular. According to Wishon and Burks (1980 : A1-A4) there are certain rules on how to attach it. There are :

- a. most nouns add -s to the singular form

example :

girl - girls

belief - beliefs

- b. If the singular form ends in the letters **s**, **ss**, **x**, **z**, **zz**, **ch**, **tch** or **sh** the plural is formed by adding -es to the singular.

example :

quiz - quizzes

wish - wishes

- c. If the singular form ends in **y** , preceded by a consonant, the plural is formed by changing **y** to **i** and adding -es

example : lady - ladies

duty - duties

- d. If the plural of some nouns ending in **o**, preceded by a consonant, is made by adding -es

example :

hero - heroes

echo - echoes

- e. With some nouns, final *f* is changed to *v* before adding *-s* or *-es*

example :

leaf - leaves

loaf - loaves

- f. Irregular plural forms, that is, *-s* or *-es* is not added to the singular

example :

tooth - teeth

foot - feet

Concerning with this, this research prefers to choose one of them, that is, by attaching *-s* or *-es* at the noun to make plural by considering that *-es* and *-s* inflection is regarded as affix because they are attached at the end of the verbs.

2.1.5 Possessive Inflection

According to Wishon and Burks (1980 : A4 - A5) there are three rules to form possessive inflection :

- a. possessive inflection of singular nouns and plural nouns that do not end in *-s* is formed by attaching an apostrophe followed by *s* or (*'s*)

example :

Mary's grade were good.

Do you belong to women's club ?

- b. possessive inflection of plural in ending *-s* or *-es* is formed by attaching (*'*) after *-s* or *-es* ending.

example :

She reads the students' composition.

Ladies' hat are on the fourth floor.

- c. possessive inflection is added at the end of indefinite pronoun such as one, other, somebody, someone, nobody, none, anyone.

example :

That is somebody's book.

Nobody's lesson is ready.

2.1.6 Comparative Adjective or Adverb

When one wishes to compare one person or thing with another, he cannot use the positive form of the adjective. He used the comparative form to make comparisons.

In this study the comparative adjective or adverb using "more" is ignored since it is not classified in the inflectional affixes proposed by Manis et al., (1987 :142). Instead, the comparative adjective or adverb (-er) is used in this study.

According to Krohn (1982 : 164) there are some rules in adding comparative (-er) inflection :

- a. the ending (-er) is added to most one - syllable adjective or adverb.

example :

large - larger

big - bigger

- b. the ending (-er) are also added to some two - syllables adjectives, adverb, with ending in the letters **er**, **ow**, and **y**

example :

lovely - lovelier

pretty - prettier

- c. more is placed before most two - syllable adjectives other than those ending in **er**, **ow**, and **y**

example :

useful - more useful

honest - more honest

- d. more ordinarily placed before adjectives that have the same form as the past or present participle

example :

interesting - more interesting

bored - more bored

- e. the ending -er is added to a few adverbs that have the same form as corresponding adjectives

example :

slow - slower

loud - louder

- f. more is ordinarily placed before adverbs ending in ly

example :

quickly - more quickly

gracefully - more gracefully

2.1.7 Superlative Adjective or Adverb Inflection

Superlative adjective and adverb inflection are marked by attaching suffix (-est) at the adjective or adverb. Krohn (1982:166-167) state that superlative adjective and adverb are form with :

- a. the ending -est adds to most one syllable adjective and adverb

example :

large - the largest

small - the smallest

- b. the ending -est are also added to some two syllables adjective and adverb particularly those ending in the letter er, ow and y

example :

narrow - the narrowest

clever - the cleverest

- c. the word most is placed before the adjective with two syllables other than those ending in er, ow and y

example :

honest - the most honest

fluent - the most fluent

- d. most is used before adjective of three or more syllables

example :

intelligent - the most intelligent

beautiful - the most beautiful

- e. most ordinarily is placed before adjectives that have the same form as the past or present participle

example :

bored - the most bored

worn - the most worn

- f. most is also placed before adverb ending in ly

example :

gracefully - the most gracefully

clearly - the most clearly

but, there are certain words that have irregular forms

example :

good / well - the best

bad / badly - the worse

In this study the superlative adjective or adverb using "most" is ignored since it is not classified in the inflectional affixes proposed by Manis et al., (1987 : 142). Instead, the superlative adjective and adverb -est is used in this study.

2.2 Three Types of Error that must be avoided in Using Inflectional

Affixes

Students generally face difficulties in learning English because English is not their own language. While, each language has its own characteristics that are different from the others. English, for example, that is different form of the verb for the third person singular and the first person singular subject for the

present tense, but there is no different rule for subject and verb agreement for Indonesian. For example, In English sentence *She studies English everyday* and *I study English everyday*. There is a different form of the verb for the third person singular and the first person singular (She and I). However, In Indonesian sentence *Dia(perempuan) belajar bahasa Inggris setiap hari* and *Saya belajar bahasa Inggris setiap hari*. There is not different form of the verb for the third person singular and the first person singular (dia and saya). If this knowledge on how to change verb from the first and the third person singular subject is possessed by students, they will be able to master the English words. On the other hand, Indonesian has no different rule such as what English has. This reality makes the students face the problems in using inflectional affixes on vocabulary. Finally they make errors in using inflectional affixes on vocabulary. There are three types of errors that must be avoided in using inflectional affixes.

2.2.1 Omission

Omission is a type of error characterized by the absence of an item that must appear in a well formed utterance of omission (Dulay et.al, 1982 : 154). There are some examples of omission made by the fourth year students of the English Department, IKIP Malang that is stated in Indriyati's thesis (Indriyati,1994 : 49) :

1. Third Singular Person - Verb Agreement marker -s / -es.
 - My PPL program train us to become a teacher.
 - He always try to reach what they want.
2. Noun Plural Marker -s / -es.
 - Sometime they tell about their family, their problems, and their friends, and I also give advice for their problem.
 - The position of Indonesia that is very good can support many tourist coming to Indonesia.

3. Past Verb Agreement Marker - d / - ed.

- There were about seven houses we visited and of course it increased my friends, cause my girlfriend introduce me to her friends.
- When I was in the classroom, I look at them.

2.2.2. Addition

Addition is a type of error characterized by the presence of an item which must not appear in a well - formed utterance (Dulay et al, 1982 : 156). There are some examples of addition made by the fourth year students of the English Department, IKIP Malang that is stated in Indriyati's thesis (Indriyati, 1994 : 82).

1. Third Singular Person - Verb Agreement Marker - s / - es.

People usually reads the fiction books for enjoyment.

- The teacher also give chance for those who gets bad point to re-examine.

3. Past Verb Agreement Marker -d / -ed.

- Seven years has been over but I still remembered her face forever.
- She did not believed me.

2.2.2 Misformation.

Misformation is a type of error characterized by the use of the wrong form of morpheme or structure (Dulay et. al, 1982 : 158). There are some examples of misformation that made by the fourth year students of the English Department, IKIP Malang that is stated in Indriyati's thesis (Indriyati, 1994 : 83).

1. Noun Marker - ing.

- Right now, I have been a teacher in STM Muhammadiyah I Malang, although I just as a teacher practicing.
- As I told you before, the teachers there are so good, the students liked the teacher practicing so much and also the facility is not disappointing.

2. Noun Plural Marker -s.

- Five mans come into my room.

3. Adjective Marker -d / -ed / - ing.

- I realized that there is god who managed human life.

2.3 Factors that Influence Ability in Using Inflectional Affixes

The different characteristics between English and Indonesian will influence students' ability in using inflectional affixes especially for mastering English word. There are some factors that influence the students' ability in using inflectional affixes.

2.3.1 The students' Age

Dulay, Burt, and Krashen (1982 : 92) state that the adult is more self-conscious than the child in learning syntax and morphology. Furthermore, Elkind in Dulay et al., proposes that the differences between children and adults will influence the ability to think abstractly. According to Elkind, the ability to think abstractly leads the adolescent to conceptualize his own thought and to take his mental construction as objects and reason about them. Earlier, they suggest that this new ability leads to capacity and perhaps to the requirement to create a conscious grammar of a second language. In addition, Dulay (1982 : 86) adds that it appears that for syntax and morphology, adults, at least an early stages, processed faster than younger children.

Based on the explanations above the length of time and the age of the students in learning second language rule will influence the students' ability in using inflectional affixes. The older the students the more time they have spent in learning second language (English) so they will get more knowledge about language rule they have learnt. In line with this, Genesse in Dulay et al., (1982 : 91) states that the different ages, older students seem to be more efficient learner than younger students. That is to say, given the same amount of instruction, or even less, adolescents will learn as much or more than younger children.

2.3.2 Conscious Learning

Dulay (1982 : 91) states that adults are better and faster conscious learners than children. Adult can talk about rules like in the form of subject - verb agreement, or relative clause formation.

Based on the description above it can be restated that conscious language learning will also influence the students' ability in using inflectional affixes because the learners who are better and faster conscious will know more about language rule related to inflectional affixes and structure of they learnt in detail, for example, subject - verb agreement, or relative clause formation.

2.3.3 Interference and Language Transfer

Dulay et al., (1982 : 98) state that interference refers to the influence of old habits when new ones are being learned. Furthermore, Lado in Dulay (1982 : 99) states that interference is due to unfamiliarity with the second language, that is, to the learner's not having learned target pattern. Further, it is manifested in the language the learner learns, not the first language of the learner. We know from the observation of many cases that the grammatical structure of the native language tends to be transferred to the foreign language we have here the major source of difficulty or ease in learning the foreign language. Those structures that are different will be difficult to learn the target language. Based on the explanation above it is known that the interference of the first language will affect the students' ability in using inflectional affixes.

2.3.4 Lack of Positive Transfer

Dulay et al., (1982 :104) state that learner makes a number of grammatical errors which they would not have made if they had used the same rule they were already using in their first language. In addition with this, Chavez (1972) in Dulay et al., observed that his Spanish speaking subject Guero omitted the plural /-s/ and /-es/ endings in the early stages of English acquisition, even though Guero used the same rules productively in his native Spanish. Furthermore, Dulay (1982 : 105) also added that the second language learners' lack of reliance on the specific grammatical rules and structures of their mother tongues. They seem to be little natural predisposition to mix the rules and structures of the two language systems when learners have the opportunity to hear and use the new language. For

example, of learning plural allomorphs. An allomorph is a variant of a morpheme in English.

From those explanation above, it can be known that lack of positive transfer will affect the students' ability in using inflectional affixes.

2.4 Vocabulary Learnt for the Second Year Students According to 1994 English Curriculum

The 1994 English curriculum consists of two kinds of vocabularies. The vocabularies which are based on the themes and vocabularies based on the students' level. The vocabularies must be taught to the students according to the theme chosen. However the teachers and the authors allow to use other vocabularies which are taken from other themes or sources. The students should master more or less 500 new vocabularies in the second year.

III. RESEARCH METHOD

3.1. Research Design

This research is a descriptive study. It is based on the consideration that the purpose of the research is to know the students' ability in using inflectional affixes on vocabulary and describes it systematically based on the facts and the characteristics of the research population. The variable of this study were inflectional affixes and vocabulary which was stressed in using inflectional affixes. Here, the area of research was determined by purposive sampling at MAN II Tulungagung. The respondents of the research were selected by using proportional random sampling by lottery. Documentation, observation, interview and test method were used to collect the data. In analyzing the data obtained, she used descriptive statistics.

3.2. Area Determination Method

The research area refers to the place or location where the research was conducted (Suryadi, 1978:26). The area determination method used in this study was purposive sampling method. MAN II Tulungagung was chosen as the research area because of the consideration that it provided time and facilities for the writer to conduct this research in this school.

3.3. Respondent Determination Method

According to Arikunto (1993:102) respondents are persons who respond or answer the researcher's questions, either orally or in the written form. The respondents of this research were the second year students of MAN II Tulungagung in the academic year 1999/2000. The population consisted of 5 classes. However, the researcher did not take all of them as the respondents, so this research was a sample research. The technique used to determine the sample was proportional random sampling. Hadi (1992:82) says that in proportional random sampling, the sample is comprised of the subset population that follows the balance of each

subset of the population. It means that, the sample can be taken by the proportion of each subset. Then, Arikunto (1993:120) explains that if the respondents are less than 100 persons we can take them all. However, the sample can be 10% - 15% or 20% - 25% of the population if the number of population is more than 100. Since the number of the students in this research was more than 100, the researcher determined to take 20% of the number of population by using proportional random sampling. Every member of respondents had exactly the same chance of being selected as the sample as the others, and in this study the random sampling was accomplished by lottery. Therefore, the sample of this research was 20% of 211 students. Thus, the number of the samples was 42 students from the 5 classes proportionally, the samples were taken by considering proportion of sex.

The number of the samples taken from each class proportionally was presented in the following table :

Table 2. The Number of Samples and The Proportion of Each Class

No	Class	Population			Sample		
		Male	Female	Total	Male	Female	Total
1	2.1	20	23	43	4	4	8
2	2.2	20	22	42	4	4	8
3	2.3	20	21	41	4	4	8
4	2.4	21	22	43	4	5	9
5	2.5	22	21	43	4	5	9
Total		103	109	212	20	22	42

3.4. Data Collection Method

Method that could be used to collect the data needed were questionnaire, interview, observation, test, and documentation (Arikunto, 1993:132). In the process of collecting data, the researcher used both primary and secondary data. The primary data was students' ability in using inflectional affixes on vocabulary and the secondary data were the supporting data about the school facilities, the

names of the second year students as samples, and the school personnel. To get the data, the researcher used four methods, namely, test, interview, observation, and documentation.

3.4.1. Test Method

Test is a procedure designed to elicit certain behaviour from which one can make inference about certain characteristics of individual (Connolly, 1972:12). Furthermore, Arikunto (1993:123) defines test as a series of questions used to measure skill, knowledge, intelligence and talent of individual or groups.

The researcher used achievement test to measure the students' ability in using inflectional affixes on vocabulary as it was stated by Hughes (1996:147) that to measure how far the students have achieved in using inflectional affixes on vocabulary.

A good test must possess the quality of validity and reliability. Hughes (1996 : 22) proposes that test is said to be valid if it measures accurately what is intended to be measured. Furthermore, he (1996 : 22) also says that a test is said to have content validity if its content constitutes a representative sample of language skill, structure, etc. with which it is meant to be concerned. Content validity was used in this study because the item test was constructed based on the curriculum which was appropriate to indicator of this research.

To know the reliability of a test, Arikunto (1993 : 81) says that a valid test must be reliable. The test in this research has already had content validity, so the test must be reliable too.

The test was constructed in the form of multiple choice tests in which the students were given the options of familiarized vocabulary, and they must add the suitable inflectional affixes they were chosen. It was based on the consideration that to know the ability of the testee in using inflectional affixes on vocabulary.

Moreover, this was also based on the consideration that multiple choice tests are easy to score, and it covers more materials. Furthermore, the scoring can be done rapidly. While the material tested was based on the materials stated in the 1994 English curriculum. The English 1994 curriculum include some vocabularies

such as noun, verb, adjective, conjunction, interjection, pronoun, preposition, and adverb. The test items were about verb, noun, adjective, and adverb. The number of items were 40 items and the allotted time were 60 minutes. The test items were taken from Vocabulary Test and Exercises about 70 %. The researcher made items test about 30 %.

3.4.2. Interview Method

Interview is a way of getting data about person by using asking them rather than watching them behaving or by sampling a bit of their behaviour (Tuckman,1978:197). Furthermore, Arikunto (1993:127) divides interview into three types, guided interview, unguided interview and free guided interview.

This research used guided interview in which the questions were prepared before the process of interviewing. The researcher interviewed the English teacher concerning the curriculum used in MAN II Tulungagung, the technique used to teach vocabulary, and the compulsory books used by students and the teacher.

3.4.3. Documentation Method

Documentation method is a method that is used to get data from the resources which are in the form of document. In carrying out the documentation method the researcher investigates the written material such as books, magazines, documents, regulation, the note of meeting, the diagram,etc (Arikunto, 1993:131).

In this study, documentation method was used to get information about the total number of the second year students of MAN II Tulungagung, the name of respondents, the list of personnel, the location of MAN II Tulungagung and the facilities of the school.

3.5. Data Analysis Method

This research dealt with quantitative data, so a descriptive statistical analysis was used to analyze the data obtained. The following formula was used to calculate the percentage of the students' ability in using inflectional affixes on their vocabulary.

The formula used was:

$$E = \frac{n}{N} \times 100\%$$

Where : E = percentage of the right answer

n = the total right number of each component

N = the total number of the whole component (Ali,1987:84)

Since the test was constructed in the form of multiple choice test, in which the students must chosen the correct vocabulary among the options given and added by the suitable inflectional affixes. The scoring criteria used in this study were stated in Appendix 4.

Meanwhile, to know the degree of the ability of the students in using inflectional affixes on vocabulary, the researcher used the categories below:

Table 3. The Qualification of Score.

SCORE	INTERPRETATION
96% - 100%	Excellent
86% - 95%	Very good
76% - 85%	Good
66% - 75%	More than enough
56% - 65%	Enough
46% - 55%	Poor
36% - 45%	Very poor
26% - 35%	Bad
< 25%	Very bad

Depdikbud,(1990:10)



IV. RESULTS OF ANALYSIS

4.1 The Results

Based on the research held at MAN II Tulungagung, it could be reported as follows : results of interview, results of documentations and results of test.

4.1.1 Results of Interview

This research used interview method to interview the English teacher concerning to the curriculum used in MAN II Tulungagung, the technique used to teach vocabulary and the compulsory books used by the students and the teacher.

MAN II Tulungagung applied the 1994 curriculum. MAN II Tulungagung had 15 classes. The first year students had 5 classes, the second year students had 5 classes and the third year students had 5 classes. The first and the second year students have not been grouped into a certain programme, based on the 1994 curriculum. However, the third year students were divided into two programs. They were Physics Program and Social Science Program.

Furthermore, this study also used interview method to interview the English teacher to get the data about the technique used to teach vocabulary especially the way to use inflectional affixes to roots or words to improve the students' vocabulary.

Based on the information obtained from the English teacher, he applied communicative and meaningfulness approach in his teaching learning process. It means that bothsides teacher and students were active in teaching learning process. The emphasize of the communicative and meaningfulness approach was the understanding of the students to the topic given by the teacher. In this case, the students learnt English integratively. The teacher did not teach the students the four language skills separately, but he taught each skill in one unit by focusing on reading skill.

As we know that vocabulary is regarded as one of the language components so according to English teacher vocabulary material was not presented as a certain material. The vocabulary materials were given to the students

involved in reading materials. However, if the students had difficulties in understanding unfamiliar words, the teacher explained them that the meaning of the words can be figured out from the surrounding context.

While concerning to the using inflectional affixes on root or word, he gave some explanations concerning on how to attach inflectional affixes to root or word, for example, how to form the simple past tense inflection. The simple past tense inflection can be form by adding -ed or -d to the simple form (hope + -ed ----- hoped, raise + -d ----- raised). This forming of new word can creat a new meaning but not change their part of speech.

Dealing with the compulsory book being used, the students used English For Senior High School book published by educational and cultural Department of Indonesian in teaching learning English. While, the teacher also used addition material take from other sources that relevant to the Basic Course Content 1994.

4.1.2 Results of Documentation

The data obtained from the documentation involved the total number of the second year students of MAN II Tulungagung, the name of respondents, the list of personnel of MAN II Tulungagung, the location of MAN II Tulungagung and the facilities of the school.

The total number of the second year students were 211 which were divided into 5 classes (2A – 2E class). The total number of the respondents were 42 students, while the name of the respondents could be seen at Appendix 7. The personnel employed in MAN II Tulungagung were 23 teachers, 1 head master, 3 assistants of head master, 2 gardeners and 6 administration staff. The list of personnel could be seen at Appendix 8. The location of MAN II Tulungagung is at Jl. Ki Mangunsarkoro Po. Box 101 Tulungagung. While facilities provided at MAN II Tulungagung to support the teaching learning process could be seen at Appendix 9.

4.2 Respondents

As stated in the previous chapter that in determining the respondents, this research employed Proportional Random Sampling by lottery. In this research the total respondents were 42 students. The respondents of this research were the second year students of MAN II Tulungagung, at the "First Catur Wulan" in the 1999/2000 academic year. The respondents of this research could be seen at Appendix 7.

4.3 Results of Test

4.3.1 The Data of Students' Ability in Using Inflectional Affixes on Vocabulary

After the data has been collected, they are classified to identify each component of the students' score on English inflectional affixes. To know the students' ability in using inflectional affixes this study classified their score based on the indicators. They were third person singular inflection (-s/-es), past tense inflection (-ed/-d), progressive inflection ('-s / -s'), plural inflection (-s / -es), comparative inflection (-er) and superlative inflection (-est). For detail information of students' score in using inflectional affixes on vocabulary could be seen at Appendix 10.

Based on the scores presented at Appendix 10, the writer divided the students' score into two kinds of scores on each item. They are score on using inflectional affixes and vocabulary. Each of them was given score 1. If the students are able to choose the correct vocabulary, they got score 1, and if their inflectional affixes that they added was correct, they also get score 1. However, if they only chose the correct vocabulary without adding any inflectional affixes or their inflectional affixes they were added was incorrect, they had score 1 for the score of vocabulary only. If their inflectional affixes they added was correct, but their vocabulary was incorrect, they just got score 1 for the inflectional affixes only.

Before presenting the results of the data analysis, it was necessary to clarify the total item presented on each indicator. There were 8 indicators of inflectional affixes. Each indicators had 5 items. So, there were 40 items presented on

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Table. 4 Students' Ability in Using Inflectional Affixes on Vocabulary.

NO	Indicators	Percentage	Qualification
1	Third person singular inflection (-s/-es).	69,5 %	More than enough
2	Past tense inflection (-d/-ed).	66,1 %	More than enough
3	Progressive inflection (-ing).	68 %	More than enough
4	Past participle inflection (-en).	69,5 %	More than enough
5	Possessive inflection (-'s/-s').	59 %	Enough
6	Plural inflection (-s/-es).	63,3 %	Enough
7	Comparative inflection (-er).	60,4 %	Enough
8	Superlative inflection (-est)	59,5 %	Enough

4.4.2 Qualitative Analysis

The qualitative analysis in this study means the score on the use of English inflectional affixes based on the component or indicators. The researcher made qualification of each component based on the percentage of the score. The qualification was determined by the criteria presented in chapter 3 (see table 2). This study only analyzed the score on the using inflectional affixes. The qualification of inflectional affixes was presented at Appendix 13.

Based on the computation above, the table of tabulation based on the qualification could be presented as follows:

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other hand, their lowest scores obtained by the students was on using possessive inflection ('-s/-s'). It was indicated by the obtained score; 124 or 59% means their ability in using possessive inflection was categorized enough.

4.5 The Explanation of Students' Ability in Using Inflectional Affixes

a. Third Person Singular

The students' score in using third person singular (-es/-s) inflection was 69,5% or 146. It means their ability was considered more than enough based on the qualification presented (see Table 2). On the other hand, some of students still had difficulties in using this inflection. It was indicated by some errors occurred on their answer. The examples below were taken from the students' test results (see Appendix 15).

1. My father wake up at four everyday. (see item no. 1, participant 1).
2. My mother cooking the meal in the kitchen every morning. (see item no.25, on participant 2).
3. She always helped her mother, although she is just 10 years old.

On those sentences, the students' errors were influenced by Indonesian rule. Indonesian has no tenses such as in English. These differences caused students' difficulties in using different tenses. Actually those underlined words need suffixes (-es/-s) at the end of those words. So the correct answers were :

1. My father wakes up at four everyday.
2. My mother cooks the meal in the kitchen every morning.
3. She always helps her mother, although she is just 10 years old.

b. Past Tense Inflection

The students' score in using past tense (-ed/-d) inflection was 139 or 66,1%. It means that their ability in using past tense inflection was categorized more than enough (see Table 2). The following example were taken form the students' wrong answer (see Appendix 15).

1. Ali : " What did you do last night, John ?"
John : " I listen to my radio." (item no. 4, participants 2,10).

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1. Ali : " What did you do last night, John ?"

John : " I listen to my radio." (item no. 4, participants 2,10).

c. Progressive Inflection

The students' average score on using progressive inflection was 143 or 68%. It means that their ability was categorized more than enough (see Table 2). However, some of the students still had difficulties in using progressive inflection (-ing). It was indicated by their wrong answers. The following examples were taken from the students' wrong answers (see Appendix 15).

1. Listen ! He is sings a beautiful song. (item no.2, participant 6).
2. Anita is my friend. She is reads a newspaper now. (item no.10, participant 1).
3. Look, the boy is busy. He is cuts the grass in the field. (item no. 18, participants 4,6,18).
4. Who is mends the broken door ? (item no.26, participant 2).
5. Basuki is drinks lemon in the restaurant. (item no. 34, participant 4).

Their wrong answers were influenced by the previous learning. They have learnt about present tense , for that reason they applied their knowledge into progressive tense. It could be seen from the first, second, third, fourth, fifth and sixth sentences on the examples, in which they added a suffix -es at the underlined word. In order to get the correct answers, they must added a suffix -ing at the underlined word above. The correct answers were :

1. Listen ! He is singing a beautiful song
2. Anita is my friend. She is reading a newspaper now.
3. Look, the boy is busy. He is cutting the grass in the field.
4. Who is mending the broken door ?
5. Basuki is drinking lemon in the restaurant.

d. Past Participle Inflection

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4. Who is mending the broken door ?
5. Basuki is drinking lemon in the restaurant.

d. Past Participle Inflection

The score obtained of the using past participle inflection was 146 or 69,5%. It means that their ability in using this inflection was categorized more than enough, however some of the students still had difficulties in using past participle

Their incorrect answers were influenced by the Indonesian rule. Since the Indonesian did not attach an apostrophe to form possessive inflection and also influenced by the wrong answer in choosing vocabulary. In order to get the correct answers, they must add -'s at the underlined words above. The correct answers were :

1. It is a red car. My grandfather owns it.
Tono wants to borrow my grandfather's.
2. It is an explanation. The teacher is teaching Maths.
The students give attention to the teacher's.
3. There are five apples in the bag. They belong to Santy.
Her mother asks one of Santy's.
4. There are homework. Nano has them.
His father corrects Nano's.

f. Plural Marker Inflection

The average score obtained by the students in using plural inflection was 133 or 63,3 %. It means that their ability in using this inflection were enough. However, there were some difficulties found on the students' test results (see Appendix 15). For instance :

1. X : " How many people are there working ? "
Y : " Three. " (item no. 11, participants 1,2).
2. There are a lot of baby crying in that room. (item no. 19, participants 2,4,7,8,9).
3. There is a star in the sky.
There are a lot of leaf on the tree. (item no.27, participants 5,7).
4. John : " By the way, I heard Barbara won her race at inter -school sports today."
Mary : " That is marvellous. Because there are a lot of good runner from other schools ". (item no. 35, participant 2).

The underlined words above, showed that the students omitted plural marker. It was caused by the interference of the Indonesian grammatical structure. Indonesian do not have to use plural marker inflection. The phrase *para pekerja*,

para bayi, etc. are used to show plurality in Indonesian. However in English we must add suffixes (-es/ -s) to the noun to show plurality.

Some of the students' incorrect answers influenced by the wrong answer in choosing vocabulary. The right answers at the sentences above were :

1. X : " How many peoples are there working ?"

Y : " Three."

2. There are a lot of babies crying in that room.

3. There is a star in the sky.

Thre are a lot of leaves on the tree.

4. John : " By the way, I heard Barbara won her race at inter -school sports today".

Mary : "That is marvellous. Because there are a lot of good runners from other schools".

g. Comparative Inflection

The total score in using comparative inflection was 127 or 60,4 %. It means their ability was categorized enough. However, there were some difficulties found on the students' test results, (see Appendix 15). For instance :

1. Doni is 157 cm, Abi is 154 cm. So, Abi is shorts than Doni. (item no. 13, participants 2,10).

2. My bag costs ten thousand rupiahs. Your bag costs five thousand rupiahs.

Your bag is cheap than my bag costs. (item no 29, participant 2)

3. The hill is small than the mountain. (item no.37, participant 2).

The first sentence above, the students omitted a suffix -er inflection, but they added a suffix -s to show comparative. It was influenced by what they have learnt about present tense in the previous learning. While the second and third sentences, the students did not add a suffix to show comparative. It was also influenced by what they have learnt about present tense in the previous learning. This problem is called the interference of previous learning. Furthermore, some of the students' incorrect answers also influenced by the wrong answer in choosing vocabulary. The correct answers of the sentences above were :

1. Doni is 157 cm, Abi is 154 cm. So, Abi is shorter than Doni.
2. My bag costs ten thousand rupiahs. Your bag costs five thousand rupiahs.
Your bag is cheaper than my bag costs.
3. The hill is smaller than the mountain.

b. Superlative Adjective or Adverb Inflection

The score obtained in using superlative adjective inflection was 125 or 59,5 %. It means their ability in using this inflection was considered enough. However, some of the students' difficulties were still found on test results. The following examples were taken from the students' wrong answers, (see Appendix 15).

For example :

1. My father is 50 years old, my mother is 45 years old, and my brother is 17 years old. So, my father is the older in our family. (item no.7, participants 5,8).
2. Jakarta is the bigger city in Indonesia. (item no.14, participants 4,5,8,9).
3. A car is a fast vehicle. A train is a fast vehicle. A plane is the faster one. (item no.22, participant 5).
4. Mount Everest is the taller mountain in the world. (item no.30, participants 5,8,10).
5. One of the greater tennis players in the world is Bjorn Borg. (item no.38, participants 5,8).

The students' error on the adding suffix above was called misformation. They added the wrong suffixes on the underlined word. These errors were influenced by the interference of their previous learning. They have learnt about suffix -er to show comparative. So, they overgeneralized the rule they have ever learnt on superlative inflection. To show the degrees of comparison on superlative inflection must be added by a suffix -est on the one syllable word. However, some of students' incorrect answers also influenced by the wrong answer in choosing vocabulary. So, the correct answers were :

1. My father is 50 years old, my mother is 45 years old, and my brother is 17 years old. So, my father is the oldest in our family.

1. Doni is 157 cm, Abi is 154 cm. So, Abi is shorter than Doni.
2. My bag costs ten thousand rupiahs. Your bag costs five thousand rupiahs.
Your bag is cheaper than my bag costs.
3. The hill is smaller than the mountain.

h. Superlative Adjective or Adverb Inflection

The score obtained in using superlative adjective inflection was 125 or 59,5 %. It means their ability in using this inflection was considered enough. However, some of the students' difficulties were still found on test results. The following examples were taken from the students' wrong answers, (see Appendix 15).

For example :

1. My father is 50 years old, my mother is 45 years old, and my brother is 17 years old. So, my father is the older in our family. (item no.7, participants 5,8).
2. Jakarta is the bigger city in Indonesia. (item no.14, participants 4,5,8,9).
3. A car is a fast vehicle. A train is a fast vehicle. A plane is the faster one. (item no.22, participant 5).
4. Mount Everest is the taller mountain in the world. (item no.30, participants 5,8,10).
5. One of the greater tennis players in the world is Bjorn Borg. (item no.38, participants 5,8).

The students' error on the adding suffix above was called misformation. They added the wrong suffixes on the underlined word. These errors were influenced by the interference of their previous learning. They have learnt about suffix -er to show comparative. So, they overgeneralized the rule they have ever learnt on superlative inflection. To show the degrees of comparison on superlative inflection must be added by a suffix -est on the one syllable word. However, some of students' incorrect answers also influenced by the wrong answer in choosing vocabulary. So, the correct answers were :

1. My father is 50 years old, my mother is 45 years old, and my brother is 17 years old. So, my father is the oldest in our family.

2. Jakarta is the biggest city in Indonesia.
3. A car is a fast vehicle. A train is a fast vehicle. A plane is the fastest one.
4. Mount Everest is the tallest mountain in the world.
5. One of the greatest tennis players in the world is Bjorn Borg.

4.6 Discussion

Based on the data analysis above, it was known that the ability of the second year students of MAN II Tulungagung in the academic 1999/ 2000 in using inflectional affixes was categorized enough. This was indicated by the average score obtained, 65,2 %. On the other hand, the students still had difficulties in using possessive inflection (-'s/-s'). It was indicated by the score obtained, 59%. It means their ability in using possessive inflection was qualified enough.

Furthermore, based on the analysis of the results, the students' difficulties in using inflectional affixes on vocabulary were influenced by the different rule of the English and Indonesian, such as present tense (-s/-es) and past tense inflection. These differences caused difficulties in using inflectional affixes. However, the students' difficulties were not only influenced by the different rule of English and Indonesian but also influenced by the students' competence themselves. Based on the result of interview to English teacher, it was known that the students' difficulties were also caused by the students' competence of English.

It was clear that the students' ability in using inflectional affixes on vocabulary was qualified enough. On the other hand, they still had difficulties in using possessive inflection (-'s/-s'). This was caused by two main factors they are : the students' mastery of structure and vocabulary including their part of speech. These difficulties caused difficulties in using inflectional affixes on vocabulary.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the data analysis, it could be concluded that the ability of the students in using inflectional affixes on vocabulary of the second year students at MAN II Tulungagung in the academic year 1999/2000 was qualified enough that was indicated by the score obtained, 65,2 %.

Generally their ability and their difficulties were influenced by the mastery of vocabulary, structure, different rule of English and Indonesian and based on the interference of previous learning.

5.2 Suggestion

Realizing that the second year students of MAN II Tulungagung in the academic year 1999/2000 was qualified enough, so the following suggestions may be useful for :

5.2.1 The English Teacher

- a. The English teacher should give more attention to the students' ability in using inflectional affixes, especially on using possessive inflection (-'s/-s'), plural inflection (-s/-es), comparative inflection (-er), and superlative inflection (-est) to improve the mastery of vocabulary.
- b. The English teacher should give more practices to the students in using vocabulary on suitable parts of speech in the sentences.

5.2.2 For Other Researcher

It is hoped for other researcher to use this result of study to improve their study especially on the field of inflectional affixes.

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
The ability of using inflectional affixes on vocabulary of second year students at MAN II Tulungagung in the academic year 1999/2000	How is the ability of the second year students' in using inflectional affixes on vocabulary at Man II Tulungagung in the academic year 1999/2000 ?	The ability of using inflectional affixes on vocabulary	<ol style="list-style-type: none"> 1. Third person singular Inflection (-s/-es). 2. Past tense inflection (-ed/-d). 3. Progressive inflection (-ing). 4. Past participle Inflection (-en). 5. Possessive inflection (-'s/-s'). 6. Plural inflection (-es/-s). 7. Comparative inflection (-er). 8. Superlative inflection (-est). 	<ol style="list-style-type: none"> 1. Respondents: The second year students of MAN II Tulungagung. 2. Informants: The English Teacher 3. Documents. 4. Literatures. 	<ol style="list-style-type: none"> 1. Area Determination Method: <ul style="list-style-type: none"> - Purposive Sampling Method 2. Respondents Determination Method: <ul style="list-style-type: none"> - <i>Proportional</i> Random Sampling 3. Data Collection Method: <ul style="list-style-type: none"> - Observation - Interview - Documentation - Test 4. Data Analysis Method: $E = \frac{n}{N} \times 100\%$ <p>Note: E : The percentage of each component n : The right number of each component N : The total number of whole components</p>

Appendix 2

Testing The Use of Inflectional Affixes on Vocabulary

Class : II

Time : 60 minutes

Petunjuk :

1. Pilihlah salah satu jawaban yang paling tepat !

2. Tambahkan imbuhan (suffix) pada jawaban yang anda pilih !

Example : 1) She always studies hard, so she often(gets) a good mark.

a. get b. make c. do d. give

2) Mr. Roni is a hard worker. He works in a big company.

Everyday he(goes)..... there by bus.

a. go b. run c. walk d. sit

3. Tulislah jawaban anda pada answer sheet (lembar jawaban) yang tersedia !

4. Tulislah jawabannya saja beserta abjadnya !

Example : 1) a (gets)

2) a (goes)

1. My father up at four everyday.

a. take b. swim c. wake d. sail

2. Listen ! He is a beautiful song.

a. sing b. sew c. hear d. buy

3. The three brown are about Biology.

a. pen b. book c. pencil d. eraser

4. Ali : "What did you do last night, John ?"

John : "I..... my radio."

a. do b. learn c. hear d. listen to

5. Mr. Sudi has two children, while Mr. Arif has three children. So Mr. Sudi has..... children than Mr. Arif.

a. few b. much c. short d. little

6. Rudi and Tono foot ball already.

a. kick b. play c. dance d. run

7. My father is 50 years old, my mother is 45 years old and my brother is 17 years old. So, my father is..... in our family.

a. young b. black c. white d. old

8. It is a red car. My grandfather owns it.

Tono wants to borrow

a. her b. him c. my grandfather d. bicycle

9. Mr. Ahmad has seven children. The youngest in Bandung.

a. live b. walk c. run d. drive

10. Anita is my friend. She is a newspaper now.

a. ride b. read c. watch d. see

11. X : "How many are there working ?"
Y : "Three."
a. people b. ant c. elephant d. plant
12. Riri : "What did your father buy last month ?"
Anis : "He a hand phone."
a. lend b. add c. buy d. ask
13. Doni is 157 cm, Abi is 154 cm. So, Abi is than Doni.
a. tall b. rich c. short d. poor
14. Jakarta is city in Indonesia.
a. warm b. cool c. hot d. big
15. Her mother..... a new dress already.
a. see b. make c. watch d. wait
16. It is an explanation. The teacher is teaching Maths.
The students give attention to
a. examination b. farmer c. lesson d. the teacher
17. My sister..... the bed room everyday.
a. hold b. sweep c. clean d. water
18. Look, the boy is busy. He is the grass in the field.
a. receive b. draw c. send d. cut
19. There are a lot of crying in that room.
a. student b. baby c. father d. mother
20. Mary : "Did you go to the party last night ?"
Lusy : "No, I to the movie last night."
a. go b. visit c. arrive d. begin
21. Turtles walk than horses.
a. slow b. quick c. kind d. fluent
22. A car is a fast vehicle. A train is a fast vehicle.
A plane is one.
a. dirty b. save c. fast d. soft
23. Mr. Mardji is not at school now. He..... home already.
a. drive b. on foot c. go d. can
24. There are five apples in the bag. They belong to Santy.
Her mother asks one of.....
a. Tini b. lemon c. mangoes d. Santy
25. My mother the meal in the kitchen every morning.
a. stand b. cook c. eat d. prepare
26. Who is the broken door ?
a. careless b. build c. mend d. careful
27. There is a star in the sky.
There are a lot of on the tree.
a. dog b. leaf c. ox d. cock
28. Budi foot ball last week.
a. begin b. fly c. play d. try
29. My bag costs ten thousand rupiahs. Your bag costs five thousand rupiahs.
Your bag is than my bag costs.
a. cheap b. expensive c. less d. more
30. Mount everest is mountain in the world.
a. tall b. low c. dangerous d. marvelous

31. Their children him already.
a. finish b. should c. must d. wait
32. There are homework. Nano has them.
His father corrects
- a. it b. them c. examination d. Nano
33. She always her mother, although she is just ten years old.
a. disturb b. help c. might d. shall
34. Basuki is lemon in the restaurant.
a. change b. sit c. drink d. rest
35. John : By the way, I heard Barbara won her race at inter – school sports today.
Mary : That is marvellous. Because there are a lot of good from other schools.
a. runner b. player c. reader d. writer
36. We..... that matter last Monday.
a. talk b. discuss c. search d. look
37. The hill is than the mountain.
a. small b. narrow c. light d. thick
38. One of tennis players in the world is Bjorn Borg.
a. good b. thin c. great d. tall
39. Profesor Jones is a famous scholar, and he..... a lot of important books.
a. sell b. write c. stole d. look
40. Mr. Karim owns *several good novels*.
Deden wants to *borrow one of*.....
a. our b. eraser c. pen d. Mr. Karim

----- GOOD LUCK -----

Appendix 3

THE KEY ANSWERS

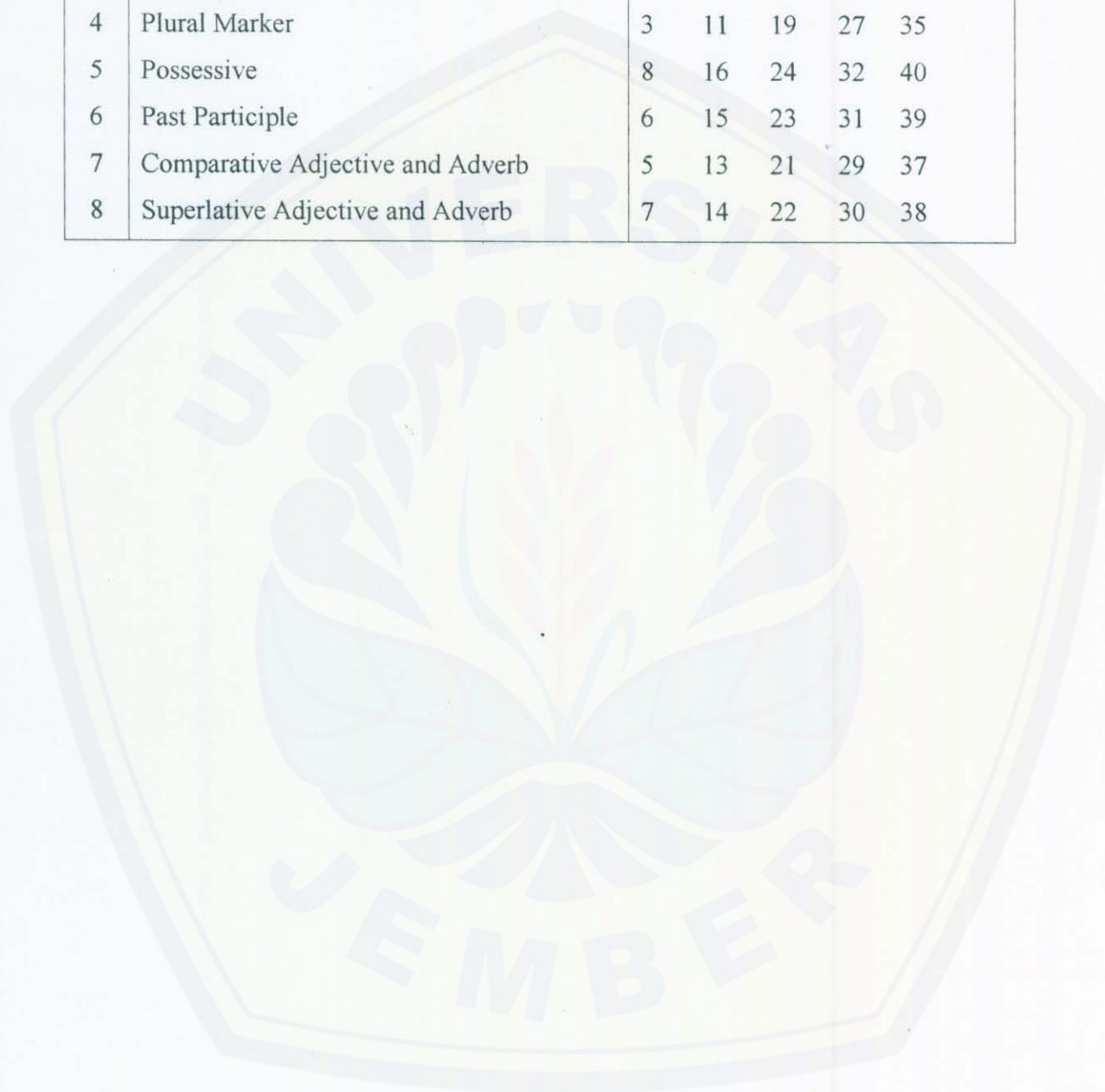
1. c (wakes)
2. a (singing)
3. b (books)
4. d (listened to)
5. a (fewer)
6. b (have played)
7. d (the oldest)
8. c (my grandfather's)
9. a (lives)
10. b (reading)
11. a (peoples)
12. c (bought)
13. c (shorter)
14. d (the biggest)
15. b (has made)
16. d (the teacher's)
17. c (cleans)
18. d (cutting)
19. b (babies)
20. a (went)
21. a (slower)
22. c (the fastest)
23. c (has gone)
24. d (Santy's)
25. b (cooks)
26. c (mending)
27. b (leaves)
28. c (played)
29. a (cheaper)
30. a (the tallest)
31. d (have waited)
32. d (Nano's)
33. b (helps)
34. c (drinking)
35. a (runners)
36. b (discussed)
37. a (smaller)
38. c (the greatest)
39. b (has written)
40. d (Mr. Karim's)

Appendix 4 The Scoring Guide of The Test

Score	Interpretation
5	If the students are able to choose both the correct vocabulary, but added by the suitable inflectional affixes correctly.
4	If the students are unable to choose the correct vocabulary, but added by inflectional affixes correctly.
3	If the students are able to choose the correct vocabulary, but added by inflectional affixes in correctly on vocabulary they are chosen.
2	If the students are able to choose the correct vocabulary only without adding any inflectional affixes.
1	If the students are unable to choose both vocabulary and added by inflectional affixes incorrectly.
0	If the students only choose vocabulary incorrectly without adding any inflectional affixes.

Appendix 5 Specification of The Test

NO	Indicator	Item Number				
1	Third person singular	1	9	17	25	33
2	Past Tense	4	12	20	28	36
3	Progressive Tense	2	10	18	26	34
4	Plural Marker	3	11	19	27	35
5	Possessive	8	16	24	32	40
6	Past Participle	6	15	23	31	39
7	Comparative Adjective and Adverb	5	13	21	29	37
8	Superlative Adjective and Adverb	7	14	22	30	38



Appendix 6

GUIDED RESEARCH INSTRUMENT

INTERVIEW GUIDE

NO	The Data Taken	Data Resources
1	The curriculum used in MAN II Tulungagung.	The English Teacher.
2	The Technique used to teach vocabulary.	The English Teacher.
3	The compulsory books used by the students and the teacher.	The English Teacher.
4	Materials	The English Teacher

DOCUMENTATION GUIDE

NO	The Data Taken	Data Resources
1	The total number of the second year students of MAN II Tulungagung.	Document
2	The name of respondents.	Document
3	The list of personnels of MAN II Tulungagung.	Document
4	The location of MAN II Tulungagung.	Document
5	The facilities of the school.	Document

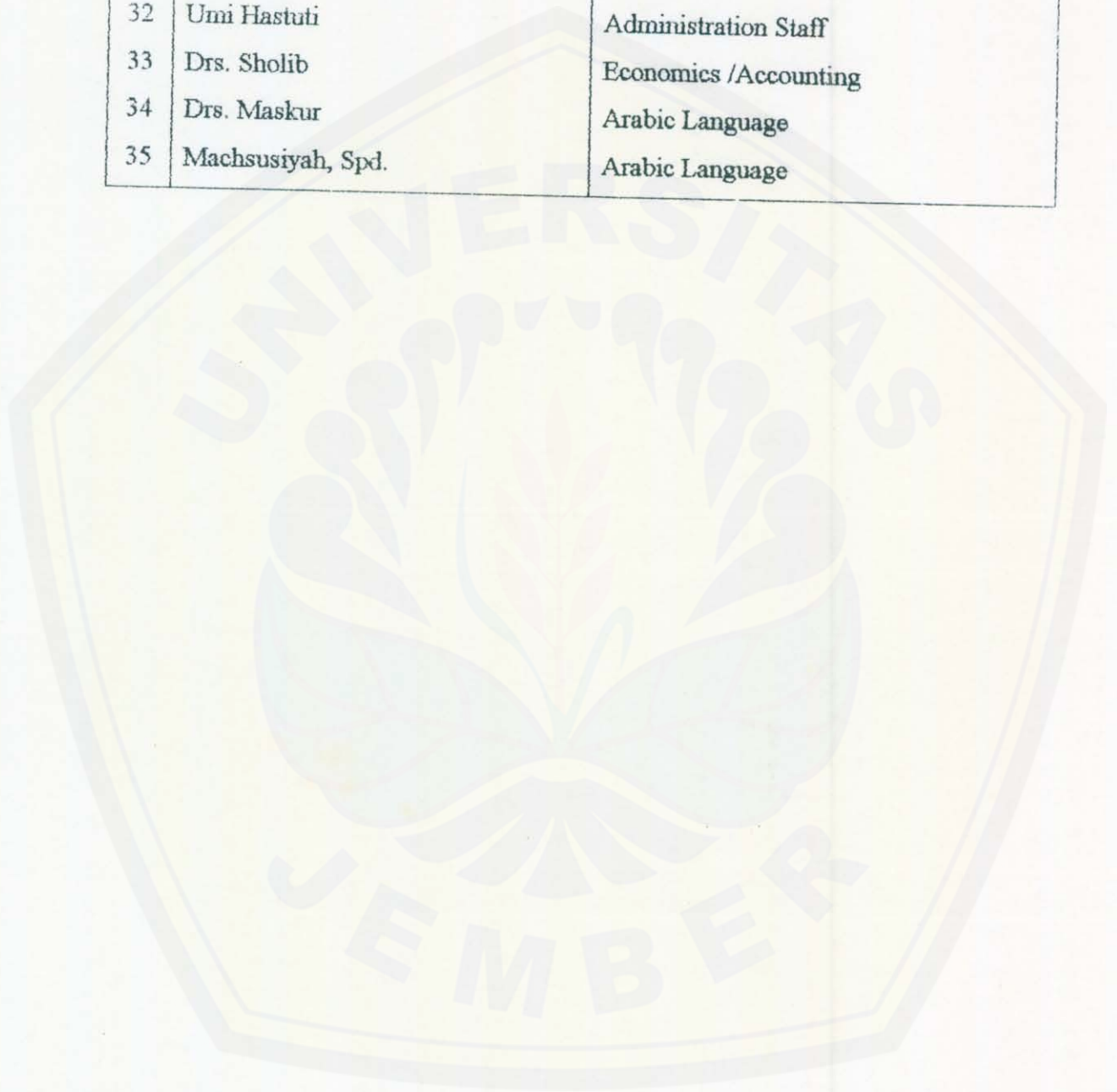
Appendix 7 The Names of The Respondents

NO	Name	M/F	Class
1	Abu Khoiri	Male	2A
2	Agus Misbakhudin	Male	2A
3	A.Bustanul Arifin	Male	2A
4	Ani Susanti	Female	2A
5	Anik Yuliasuti	Female	2A
6	Ahmad Mujib	Male	2A
7	Atik Hidayatul Fitri	Female	2A
8	Dwi Indayati	Female	2A
9	Akhmad Zuniarri	Male	2B
10	Andik Supriyanto	Male	2B
11	Endang Suprapti	Female	2B
12	Eni Widia Astuti	Female	2B
13	Dedi Prasetyo	Male	2B
14	Erna Kurniawati	Female	2B
15	Indah Ratnawati	Female	2B
16	Erham Fauzi	Male	2B
17	Kanang Malik	Male	2C
18	Khoirul Wafa'	Male	2C
19	Khodiyah Ernawati	Female	2C
20	Kiptinatun	Female	2C
21	Ladin	Male	2C
22	Laili Arifa Ningsih	Female	2C
23	Lusi Kartikasari	Female	2C
24	Mahfud Ikhsanudin	Male	2C
25	Masiyah	Female	2D
26	Muhammad	Male	2D
27	M.Syaifudin	Male	2D
28	Miftakhul Jannah	Female	2D
29	Nuril Rohmad	Male	2D
30	Miftakhur Rohmah	Female	2D
31	Nikmatur Rohmah	Female	2D
32	Zaenal Arifin	Male	2D
33	Nur Imamah	Male	2D
34	Imam Syafii	Male	2E
35	Nur Istibanah	Female	2E
36	Ririn Dwi Retnowati	Female	2E
37	Imam Baidowi	Male	2E
38	Siti Muslimah	Female	2E
39	Masduki	Male	2E
40	Nurrokhim	Male	2E
41	Zein Rifai	Male	2E
42	Siti Fatimah	Female	2E

Appendix 8 The List of Personnels

No	Names	Job Description
1	Drs. Mardjuni	The Head Master
2	Patojah	Biology
3	Drs. Abd. Djamil	Physics
4	Drs. Sutomo	Math
5	Sudarso, BA.	Chemistry
6	Drs. Ikhsan Anwar	Physics Education (Sport)
7	Padelan, BA.	English Language
8	M. Thoha M, BA.	Biology
9	Muchtar, SH.	PPKN / Law of Nation System
10	Basron, BA.	Indonesian Language
11	Muna'imah, BA.	History
12	Drs. Nurrohmad	Economics / Accounting
13	Drs. Daruno Arifin	Guidance and Conseling
14	Drs. Slamet Riyadi	Sociology and Anthropology
15	Drs. Hadi Mulyono	Geography
16	Drs. Samsul Hadi	Arts Education
17	Drs. Khoirul Huda	Math
18	Drs. Muhibuddin	Physics
19	Drs. Amien Tri W.	English Language
20	Dra. Yuni Lestari	Chemistry
21	Drs. M. Dopir	Indonesian Language
22	Endang M, Spd.	Math
23	Aman	Administration Staff
24	Tulus	Administration Staff
25	Asrori	Administration Staff
26	Naniswati	Administration Staff
27	Aszudi	Chief of Administration Staff

28	St. Nurhidayati, BA.	PPKN
29	Makrus, BA.	English Language
30	Chozin S.	Gardener
31	M. Muhadjir W.	Gardener
32	Umi Hastuti	Administration Staff
33	Drs. Sholib	Economics /Accounting
34	Drs. Maskur	Arabic Language
35	Machsusiyah, Spd.	Arabic Language



Appendix 9

The Facilities of MAN II Tulungagung

NO	The Name of Rooms	Total
1	Class rooms	18
2	Head master's room	1
3	Guest rooms	1
4	Administration room	1
5	Teacher's room	1
6	Ware house	1
7	Toilet rooms	2
8	Guidance and consultation room	1
9	Library	1
10	Laboratory	1
11	Mosque	1
12	Computer room	1
13	Canteen	1
14	Library office	1

Appendix 10. The Students' Scores on Using Inflectional affixes on Vocabulary

R	T(-es/-s)	Past (-ed/-d)	Prog (ing)	Past P (-en)	Poss ('s/s')	Plural (-es/-s)	Comp (-er)	Sup (-est)
1	9	7	7	9	9	5	6	9
2	8	8	7	7	7	6	8	9
3	9	6	7	8	10	2	6	9
4	10	6	6	6	4	5	9	9
5	9	6	10	8	7	9	6	5
6	8	6	5	7	6	6	7	6
7	7	8	8	6	7	8	5	2
8	7	5	10	0	3	6	5	4
9	9	7	10	8	3	6	9	7
10	10	6	9	7	8	9	5	5
11	8	9	7	8	8	8	4	3
12	6	7	7	8	1	5	3	7
13	8	8	8	6	8	5	5	7
14	6	8	9	8	9	8	3	4
15	7	6	7	2	10	4	6	7
16	7	5	8	6	8	6	8	5
17	10	6	6	9	8	10	9	6
18	5	4	8	10	8	10	9	9
19	3	6	6	8	7	10	5	3
20	8	5	8	8	5	5	9	3
21	6	9	10	7	4	3	9	7
22	6	9	6	8	6	6	4	7
23	6	9	8	5	7	4	6	7
24	5	6	4	6	9	6	6	8
25	7	7	8	5	9	6	8	9
26	6	5	5	8	8	5	8	8
27	6	8	6	7	6	6	5	8
28	5	8	10	9	8	6	4	7
29	6	7	8	8	5	5	6	6
30	7	7	8	4	4	6	6	7
31	7	9	4	10	4	6	6	3
32	6	7	5	0	4	5	5	5
33	6	9	7	3	9	2	6	8
34	7	6	7	7	5	7	5	9
35	9	9	7	8	5	7	7	9
36	7	7	5	6	8	6	7	6
37	5	6	7	5	8	5	7	6
38	7	7	9	7	9	7	8	8
39	6	5	7	5	7	7	9	6
40	7	6	5	6	5	7	6	7
41	5	8	6	9	7	9	4	6
42	6	7	9	7	7	9	7	8
Total	292	290	304	279	280	263	266	274

Appendix 11.

Students' Score on Inflectional Affixes

R	T(-es/-s)		Past (-ed/-d)		Prog (ing)		Past P (-en)		Poss ('s/s')		Plural (-es/-s)		Comp (-er)		Sup (-est)	
	Score on		Score on		Score on		Score on		Score on		Score on		Score on		Score on	
	V	a	V	a	V	a	V	a	V	a	V	a	V	a	V	a
1	5	4	3	4	4	3	5	4	5	4	3	2	3	3	4	5
2	4	4	5	3	4	3	3	4	4	3	4	2	5	3	4	5
3	4	5	2	4	3	4	3	5	5	5	0	2	3	3	5	4
4	5	5	4	2	4	2	3	3	4	0	3	2	4	5	5	4
5	5	4	3	3	5	5	3	5	5	2	5	4	2	4	5	0
6	4	4	3	3	3	2	4	3	3	3	2	4	2	5	3	3
7	4	3	4	4	3	5	3	3	3	4	5	3	2	3	0	2
8	4	3	2	3	5	5	0	0	2	1	4	2	2	3	4	0
9	5	4	4	3	5	5	3	5	2	1	4	2	4	5	4	3
10	5	5	4	2	4	5	2	5	3	5	4	5	3	2	3	2
11	4	4	5	4	4	3	4	4	3	5	5	3	3	1	3	0
12	4	2	3	4	5	2	3	5	1	0	2	3	2	1	2	5
13	4	4	3	5	5	3	3	3	5	3	2	3	3	2	5	2
14	3	3	4	4	5	4	5	3	4	5	4	4	1	2	1	3
15	4	3	2	4	3	4	2	0	5	5	0	4	3	3	2	5
16	3	4	2	3	3	5	2	4	3	5	3	3	3	5	2	3
17	5	5	4	2	4	2	5	4	4	4	5	5	5	4	3	3
18	2	3	3	1	5	3	5	5	4	4	5	5	5	4	4	5
19	3	0	3	3	3	3	5	3	2	5	5	5	0	5	0	3
20	5	3	5	0	3	5	5	3	2	3	4	1	4	5	0	3
21	3	3	5	4	5	5	4	3	0	4	0	3	4	5	4	3
22	4	2	5	4	3	3	3	5	2	4	4	2	4	0	4	3
23	2	4	4	5	4	4	5	0	4	3	4	0	3	3	3	4
24	1	4	3	3	4	0	3	3	4	5	4	2	3	3	5	3
25	4	3	3	4	5	3	2	3	4	5	4	2	5	3	5	4
26	3	3	3	2	2	3	3	5	3	5	3	2	5	3	5	3
27	3	3	4	4	3	3	3	4	3	3	3	3	5	0	4	4
28	2	3	4	4	5	5	5	4	5	3	3	3	2	2	5	2
29	4	2	4	3	4	4	3	5	5	0	2	3	4	2	3	3
30	5	2	5	2	4	4	2	2	1	2	1	5	4	2	2	5
31	3	4	5	4	1	3	5	5	4	0	2	4	4	2	2	1
32	4	2	2	5	3	2	0	0	4	0	1	4	5	0	2	3
33	3	3	4	5	4	3	2	1	5	4	0	2	4	2	5	3
34	3	4	3	3	4	3	5	2	3	2	4	3	3	2	4	2
35	5	4	4	5	5	2	3	5	3	2	4	3	3	4	4	5
36	2	5	3	4	4	1	2	4	5	3	1	5	4	3	5	1
37	2	3	2	4	4	3	1	4	5	3	2	3	4	3	5	1
38	4	3	4	3	4	5	2	5	4	5	3	4	3	5	3	5
39	3	3	3	2	5	2	4	1	3	4	3	4	5	4	3	3

40	2	5	4	2	3	2	1	5	3	2	4	3	2	4	5	2
41	1	4	5	3	2	4	5	4	4	3	5	4	1	3	4	2
42	1	5	4	3	4	5	2	5	4	3	4	5	3	4	5	3
Total	146	146	151	139	162	142	133	146	147	132	130	133	139	127	146	125

Notes :

- R : Respondents
- T : Third Person Singular
- Past : Past tense inflection
- Prog : Progressive inflection
- Past P : Past perfect tense inflection
- Poss : possessive inflection
- Comp : Comparative inflection
- Sup : Superlative inflection
- V : Vocabulary
- a : Affix



Appendix 12

Percentage of Students' Score on Using Inflectional Affixes

RP	TS	RD (-ed/-d)		PT (-ed/-d)		PR (-ing)		PP (-en)		PS (-'s/-s')		PL (-es/-s)		CP (-er)		SP (-est)	
		Score on	%	Score on	%	Score on	%	Score on	%	Score on	%	Score on	%	Score on	%	Score on	%
1	5	4	80	4	80	3	60	4	80	4	80	2	40	3	60	5	100
2	5	4	80	3	60	3	60	4	80	3	60	2	40	3	60	5	100
3	5	5	100	4	80	4	80	5	100	5	100	2	40	3	60	4	80
4	5	5	100	2	40	2	40	3	60	0	0	2	40	5	100	4	80
5	5	4	80	3	60	5	50	5	100	2	40	4	80	4	80	0	0
6	5	4	80	3	60	2	40	3	60	3	60	4	80	5	100	3	60
7	5	3	60	4	80	5	100	3	60	4	80	3	60	3	60	2	40
8	5	3	60	3	60	5	100	0	0	1	20	2	40	3	60	0	0
9	5	4	80	3	60	5	100	5	100	5	100	2	40	5	100	3	60
10	5	5	100	2	40	5	100	5	100	5	100	5	100	2	40	2	40
11	5	4	80	4	80	3	60	4	80	5	100	3	60	1	20	0	0
12	5	2	40	4	80	2	40	5	100	0	0	3	60	3	60	5	100
13	5	4	80	5	100	3	60	3	60	3	60	3	60	2	40	2	40
14	5	3	60	4	80	4	80	5	100	5	100	4	80	2	40	3	60
15	5	3	60	4	80	4	80	0	0	5	100	4	80	3	60	5	100
16	5	4	80	3	60	5	100	4	80	4	80	5	100	4	80	3	60
17	5	5	100	2	40	4	80	4	80	4	80	5	100	4	80	5	100
18	5	3	60	1	20	3	60	5	100	4	80	5	100	4	80	3	60
19	5	0	0	3	60	3	60	3	60	5	100	5	100	5	100	3	60
20	5	3	60	0	0	5	100	3	60	3	60	3	60	5	100	3	60
21	5	3	60	4	80	5	100	4	80	4	80	4	80	0	0	3	60
22	5	2	40	4	80	3	60	5	100	4	80	2	40	0	0	3	60
23	5	4	80	5	100	4	80	0	0	3	60	0	0	3	60	4	80
24	5	4	80	3	60	0	0	0	0	5	100	2	40	3	60	3	60

RP	TS	RD (-ed/-d)		PT (-ed/-d)		PR (-ing)		PP (-en)		PS (-'s/-s')		PL (-es/-s)		CP (-er)		SP (-est)	
		Score on	%	afx	Score on	%	afx	Score on	%	afx	Score on	%	afx	Score on	%	afx	Score on
25	5	3	60	4	80	3	60	3	60	5	100	2	40	3	60	4	80
26	5	3	60	2	40	3	60	5	100	5	100	2	40	3	60	3	60
27	5	3	60	4	80	3	60	4	80	3	60	3	60	0	0	4	80
28	5	3	60	4	80	5	100	4	80	3	60	3	60	2	40	2	40
29	5	2	40	3	60	4	80	5	100	0	0	3	60	2	40	3	60
30	5	2	40	2	40	2	40	4	80	2	40	5	100	2	40	5	100
31	5	4	80	4	80	4	80	3	60	0	0	4	80	2	40	1	20
32	5	2	40	5	100	5	100	2	40	0	0	4	80	0	0	3	60
33	5	3	60	5	100	3	60	1	20	0	0	2	40	2	40	3	60
34	5	4	80	3	60	3	60	2	40	4	80	3	60	2	40	2	40
35	5	4	80	5	100	2	40	4	80	4	80	3	60	4	80	5	100
36	5	5	100	4	80	1	20	5	100	1	20	5	100	3	60	1	20
37	5	3	60	4	80	3	60	4	80	2	40	3	60	3	60	1	20
38	5	3	60	3	60	5	100	4	80	3	60	4	80	5	100	5	100
39	5	3	60	2	40	2	40	1	20	3	60	4	80	4	80	3	60
40	5	5	100	2	40	2	40	5	100	4	80	3	60	4	80	2	40
41	5	4	80	3	60	4	80	4	80	5	100	4	80	3	60	3	60
42	5	5	100	3	60	5	100	5	100	4	80	5	100	4	80	2	40
Total	210	146	2920	139	2780	143	2760	146	2920	124	2480	133	2660	127	2540	125	2500
AV			69,5		66,1		68		69,5		59		63,3		60,4		59,9

Note :
 RP : Respondent
 TS : Total Score
 AV : Average
 RD : Third Person Singular Inflection
 PT : Past Tense Inflection
 PR : Progressive Inflection
 PP : Past Participle Inflection
 PS : Possessive Inflection
 PL : Plural Inflection
 CP : Comparative Inflection
 SP : Superlative Inflection
 afx : Affixes

The Qualification of Students' Score on Inflectional Affixes

RP	RD (-es/-s)		PT (-ed)		PR (-ing)		PP (-en)		PS (-s'/'-s)		PL (-s/-es)		CP (-er)		SP (-est)	
	%	Q	%	Q	%	Q	%	Q	%	Q	%	Q	%	Q	%	Q
1	80	Gd	80	Gd	60	En	80	Gd	80	Gd	40	Vp	60	En	100	Ex
2	80	Gd	60	En	60	En	80	Gd	60	En	40	Vp	60	En	100	Ex
3	100	Ex	80	Gd	80	Gd	100	Ex	100	Ex	40	Vp	60	En	80	Gd
4	100	Ex	40	Vp	40	Vp	60	En	0	Vb	80	Gd	80	Ex	0	Vb
5	80	Gd	60	En	100	Ex	100	Ex	40	Vp	80	Gd	100	Ex	60	En
6	80	Gd	60	En	40	Vp	60	En	60	En	80	Gd	60	En	40	Vp
7	60	En	80	Gd	100	Ex	0	Vb	20	Vb	40	Vp	60	En	0	Vb
8	60	En	60	En	100	Ex	0	Vb	20	Vb	40	Vp	100	Ex	60	En
9	80	Gd	60	En	100	Ex	100	Ex	100	Ex	100	Ex	40	Vp	40	Vp
10	100	Ex	40	Vp	100	Ex	80	Gd	100	Ex	60	En	20	Vb	20	Vb
11	80	Gd	80	Gd	60	En	80	Gd	100	Ex	60	En	80	Gd	0	Vb
12	40	Ex	80	Gd	40	Vp	100	Ex	0	Vb	60	En	40	Vp	100	Ex
13	80	Gd	100	Ex	60	En	60	En	60	En	80	Gd	40	Vp	40	Vp
14	60	Ex	80	Gd	80	Gd	0	Vb	100	Ex	80	Gd	60	En	60	En
15	80	Gd	80	Gd	80	Gd	80	Gd	100	Ex	60	En	100	Ex	60	En
16	60	En	60	En	100	Ex	80	Gd	80	Gd	100	Ex	80	Gd	60	En
17	100	Ex	40	Vp	40	Vp	80	Gd	80	Gd	100	Ex	80	Gd	100	Ex
18	60	En	20	Vb	60	En	100	Ex	80	Gd	100	Ex	100	Ex	60	En
19	0	Vb	60	En	60	En	60	En	100	Ex	20	Vb	100	Ex	60	En
20	60	En	0	Vb	100	Ex	60	En	60	En	60	En	100	Ex	60	En
21	60	En	80	Gd	100	Ex	60	En	80	Gd	40	Vp	0	Vb	60	En
22	40	Vp	80	Gd	60	En	100	Ex	80	Gd	40	Vp	0	Vb	20	Vb
23	80	Gd	100	Ex	80	Gd	0	Vb	60	En	0	Vb	60	En	60	En
24	80	Gd	60	En	0	Vb	60	En	100	Ex	40	Vp	60	En	60	En
25	60	En	80	Gd	60	En	60	En	60	En	40	Vp	60	En	80	Gd

RP	RD (-ed/-s)		PT (-ed)		PR (-ing)		PP (-en)		PS (-s'/'s)		PL (-s/-es)		CP (-er)		SP (-est)	
	%	Q	%	Q	%	Q	%	Q	%	Q	%	Q	%	Q	%	Q
26	60	En	40	Vp	60	En	100	Ex	100	Ex	40	Vp	60	En	60	En
27	60	En	80	Gd	60	En	80	Gd	60	En	60	En	0	Vb	80	Gd
28	60	En	80	Gd	100	Ex	80	Gd	60	En	60	En	40	Vp	40	Vp
29	40	En	60	En	80	Gd	0	Ex	0	Vb	60	En	40	Vp	60	En
30	40	Vp	40	Vp	40	Vp	80	Gd	40	Vp	100	Ex	40	Vp	100	Ex
31	80	Gd	80	Gd	80	En	0	En	0	Vb	80	Gd	40	Vp	20	Vb
32	40	Vp	100	Ex	100	Ex	40	Vp	0	Vb	80	Gd	0	Vb	60	En
33	60	En	100	Ex	60	En	20	Vb	0	Vb	40	Vp	40	Vp	60	En
34	80	Gd	60	En	60	En	40	Vp	80	Gd	60	En	40	Vp	40	Vp
35	80	Gd	100	Ex	40	Vp	100	Ex	80	Gd	60	En	80	Gd	100	Ex
36	100	Ex	80	Gd	20	Vb	80	Gd	20	Vb	100	Ex	60	En	20	Vb
37	60	En	80	Gd	60	En	80	Gd	40	Vp	60	En	60	En	20	Vb
38	60	En	60	En	100	Ex	100	Ex	60	En	80	Gd	100	Ex	100	Ex
39	60	En	40	Vp	40	Vp	20	Vb	60	En	80	Gd	80	Gd	60	En
40	100	Ex	40	Vp	40	Vp	100	Ex	80	Gd	60	En	80	Gd	40	Vp
41	80	Gd	60	En	80	Gd	80	Gd	100	Ex	80	Gd	60	En	40	Vp
42	100	Ex	60	En	100	Ex	100	Ex	80	Gd	100	Ex	80	Gd	60	En
Total	2920		2780		2860		2920		2480		2660		2540		2500	
AV	69,5	M. En	66,1	M. En	68	M. En	69,5	M. En	59	En	63,3	En	60,4	En	59,5	En

Note :

RP : Respondent

AV : Average

M. En : More than Enough

RD : Third Person Singular Inflection

PT : Past Tense Inflection

PR : Progressive Inflection

PP : Past Participle Inflection

PS : Possessive Inflection

PL : Plural Inflection

CP : Comparative Inflection

SP : Superlative Inflection

Ex : Excellent

Gd : Good

En : Enough

Vp : Very Poor

Vb : Very Bad

Q : Qualification

Appendix 14

Students' Ability on Vocabulary

R	Score	%	Qualification	R	Score	%	Qualification
1	32	80 %	good	22	29	72,5 %	more enough
2	33	82,5 %	good	23	29	72,5 %	more enough
3	25	62,5 %	enough	24	27	67,5 %	more enough
4	32	80 %	good	25	32	80 %	good
5	33	83 %	good	26	27	67,5 %	more enough
6	24	60 %	enough	27	28	70 %	more enough
7	24	60 %	enough	28	31	77,5 %	good
8	23	57,5 %	enough	29	29	72,5 %	more enough
9	31	77,5 %	good	30	24	60 %	enough
10	28	70 %	more enough	31	26	65 %	enough
11	31	77,5 %	good	32	21	52,5 %	poor
12	22	55 %	poor	33	27	67,5 %	more enough
13	30	75 %	more enough	34	29	72,5 %	more enough
14	27	67,5 %	more enough	35	31	77,5 %	good
15	21	52,5 %	poor	36	26	65 %	enough
16	21	52,5 %	poor	37	15	62,5 %	enough
17	35	87,5 %	very good	38	27	67,5 %	more enough
18	33	82,5 %	good	39	29	72,5 %	more enough
19	21	52,5 %	poor	40	24	60 %	enough
20	28	70 %	more enough	41	27	67,5 %	more enough
21	25	62,5 %	enough	42	27	67,5 %	more enough
				Tot	1154	2885,5%	
				AV		68,69 %	more enough

Appendix 15

NAME : Abu Khoiri

CLASS : 2A

NO : 1

ANSWER SHEET

1. c. wake 1
2. a. singing 2
3. b. books 2
4. d. listened to 2
5. e. shorter 1
6. b. have played 2
7. A. Youngest 1
8. c. My grandfather's 2
9. A. lives 2
10. b. reads 1
11. A. people 1
12. d. Asked 1
13. c. shorter 2
14. d. the biggest 2
15. b. making 1
16. d. the teacher's 2
17. c. cleans 2
18. d. cuts 1
19. b. babies 2
20. b. visited 1
21. b. Quits
22. c. the fastest 2
23. c. has gone 2
24. d. Scanty's 2
25. b. cooks 2
26. b. building 1
27. b. cock 1
28. c. played 2
29. a. cheaper 2
30. a. the tallest 2
31. d. have waited 2
32. d. Nano's 2
33. b. helps 2
34. e. drinking 2
35. e. reader
36. b. discussing
37. b. narrow
38. c. the greatest 2
39. b. has written 2
40. d. Mr. Karim's 2

NAME : Agus Misbrik-husain
CLASS : 2A
NO : 2

ANSWER SHEET

1. c. wakes 2
2. a. hear 2
3. b. books
4. d. listen to 1
5. a. fewer 2
6. b. have played 2
7. d. the oldest
8. c. my grand father
9. a. lives
10. b. feeding
11. a. people
12. c. bought
13. c. shorts
14. d. the biggest
15. a. see
16. d. the teacher's
17. e. sweeps
18. d. cutting
19. b. baby 1
20. a. went
21. a. slower
22. d. the softest
23. a. driven
24. b. lemon
25. b. cooking 1
26. c. men & 1
27. d. corks
28. c. playing
29. a. cheap
30. a. the tallest
31. d. have waited
32. d. Marc's
33. b. helps
34. c. drinking
35. a. study
36. d. discuss 1
37. a. small
38. c. the greatest
39. b. has written
40. a. Mr. Karim's

NAME : A. BUSTANUL ARIFIN

CLASS : P. A

NO : 3

ANSWER SHEET

1. C. WALKER
2. C. HEAR
3. C. CILS
4. P. LISTENED TO
5. C. SKOSTER
6. B. HAVE PLAYED
7. D. THE OLDEST
8. C. MY GRAND FATHER'S
9. A. LOVES
10. B. READING
11. D. PLANT
12. A. LAND
13. A. TALL
14. D. THE BIGGEST
15. A. HAS SEEN
16. D. THE TEACHER'S
17. B. SWEEPS
18. D. CUTTING
19. D. MOTHERS
20. B. VISITED
21. A. SLOWER
22. C. THE FASTIEST
23. C. HAS GONE
24. D. TANNY'S
25. B. COOKS
26. B. BUILDING
27. D. COOK
28. C. PLAYED
29. A. CHEAPER
30. B. THE LOWEST
31. A. HAVE FINISHED
32. D. NAKO'S
33. B. HELPS
34. C. DRINKING
35. B. PLAYER
36. A. TALKED
37. B. BATHROOMS
38. C. THE GREATEST
39. B. WEATHER
40. D. MR. KABINI'S

NAME : AHMAD MUJIB

CLASS : 2A

NO : 4

ANSWER SHEET

1. C WAKES
2. A SINGING
3. B BOOKS
4. A LISTENED TO
5. C SHORTER
6. B HAVE PLAYED
7. D THE OLDEST
8. D BY CYCLE
9. A LIVES
10. B READING
11. D PLANT
12. C BUY
13. C SHORTER
14. d THE BIGGER
15. B HAS MADE
16. d THE TEACHER
17. c cleans
18. d cuts
19. B baby
20. A WENT
21. A SLOWER
22. C THE FASTEST
23. d CAN
24. d RANTY
25. B COOKS
26. B BUILDS
27. B LEAVES
28. C PLAY
29. A CHEAPER
30. A THE TALLEST
31. d HAVE WAITED
32. d NANO
33. B HELPS
34. C DRINKS
35. B PLAYER
36. A TALK
37. A SMALLER
38. C THE GREATEST
39. A SELL
40. d MR. KARIM

NAME : Akhmad Zuniari

CLASS : 2A

NO : 5

ANSWER SHEET

1. C wakes
2. A Singing
3. B books
4. B learnt
5. C shorter
6. B have played
7. D. The older
8. C my grand father
9. A lives
10. B reading
11. A Peoples
12. C buy
13. A taller
14. D the bigger
15. A has seen
16. D. The Teacher's
17. C. clean
18. D. cutting
19. B. babies
20. A went
21. D floent
22. C Paster
23. C has gone
24. D Santy's
25. B. cooles
26. C mendring
27. B leaf
28. C played
29. A cheaper
30. A The taller
31. D have waited
32. D nano
33. B helped
34. C Drinking
35. A Runners
36. A talked
37. A smaller
38. C the greater
39. C has stolen
40. D MR. kdem

NAME : Andile Supriyanto
CLASS : 2A
NO : 6

ANSWER SHEET

1. a. Take
2. a. Sings
3. b. bears
4. c. hear
5. c. shorter
6. b. have played
7. d. the oldest
8. c. my grand father's
9. a. lives
10. b. Reading
11. b. Clint's
12. c. bought
13. a. taller
14. d. the biggest
15. a. see
16. d. the teacher's
17. c. Clean's
18. d. cuts
19. b. babies
20. b. Visit
21. a. slower
22. d. hot
23. c. has gone
24. a. Tim
25. b. coaks
26. b. build
27. a. dogs
28. c. played
29. a. Cheaper
30. b. low
31. d. have waited
32. c. must
33. b. helps
34. c. Drinking
35. b. player
36. b. Discussed
37. c. lighter
38. c. the greatest
39. b. writes
40. d. Mr. Karim's

NAME : Ani Susanti

CLASS : 2 A

NO : 7

ANSWER SHEET

1. c wakes
2. a. Singing
3. b. books.
4. d. listened to
5. c. shorter
6. b. have played.
7. a. the youngest
8. c. my grand father's
9. d. drive
10. b. reading
11. a. peoples.
12. a. lend
13. a. tall.
14. e. hot.
15. d. has visited
16. b. farmer's
17. c. cleans
18. b. drawing
19. b. baby.
20. a. went
21. a. slower.
22. d. soft.
23. c. goes
24. d. Santy's
25. b. Cook
26. b. building
27. b. leaf
28. c. played
29. a. cheaper
30. b. dangerous
31. a. have finished
32. e. examination
33. b. helps.
34. e. Drinking.
35. a. summers
36. b. discussed
37. b. narrow.
38. d. the tallest.
39. b. writes.
40. d. Mr. Karwin's.

NAME : Anik Yuliantini

CLASS : 2A

NO : 8

ANSWER SHEET

1. c. Wakes
2. a. Singing
3. a. Pen
4. d. Listened to
5. a. Fewer
6. a. kick
7. d. the older
8. c. my grand father
9. a. Live
10. b. reading
11. a. peoples
12. c. bought
13. a. taller
14. d. the biggest
15. a. tall
16. d. the teacher's
17. d. swater
18. d. cutting
19. b. baby
20. b. Visited
21. a. slower
22. d. soft
23. d. can
24. a. tim
25. b. cooks
26. c. mending
27. b. leaves
28. b. fly
29. b. expensive
30. a. the taller
31. c. must
32. b. them
33. b. helps
34. c. drinking
35. a. runners
36. a. talk
37. b. narrow
38. c. the greater
39. a. sell
40. c. per

NAME : Atik Hidayatus F

CLASS : 2 A

NO : 9

ANSWER SHEET

1. c. wakes
2. a. singing.
3. b. books.
4. d. listened to
5. a. fewer
6. b. have played
7. d. the oldest
8. a. her
9. a. lives
10. b. reading
11. a. peoples
12. c. bought
13. c. shorter
14. d. the bigger
15. b. has made
16. c. lesson
17. c. cleans
18. d. cutting
19. b. baby
20. a. went
21. a. clower
22. e. the fastest
23. e. has gone;
24. a. Tini
25. b. cooks
26. e. Meandering
27. e. clean
28. c. play
29. a. cheaper
30. b. low
31. a. finished
32. d. Mono
33. b. help
34. e. ~~am~~ drinking
35. b. player
36. b. discuss.
37. e. lighter
38. e. the greatest
39. e. stolen
40. d. Mr. Karim's

Nomor : 1272/PT.32.H5.FKIP/I.7.1999
Lampiran : Proposal
Perihal : Ijin Penelitian

Jember, 07 MAY 1999..

Kepada : Yth.Sdr. Kepala Sekolah MAN II
Tulungagung
di -
Tulungagung

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a : Sri Azzahri
N i m : 9103107203
Program/Jurusan : Bahasa Inggris / Pendidikan Bahasa dan Seni

Berkenaan dengan penyelesaian studynya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan judul :

The Ability of Using Inflectional Affixes on Vocabulary at
Second Year Students of MAN II Tulungagung in The Academic
Year 1999 / 2000

pada lembaga yang saudara pimpin.
Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.
Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

.....
a.n. Dekan

Jember, 31 Maret 1999

Hal : Permohonan Ijin Penelitian

Kepada Yth :

Kepala Sekolah MAN II
di -
Tulungagung

Dengan Hormat,

Yang bertanda tangan dibawah ini saya :

Nama : SRI WAHYUNI
N I M : 9402107203
Jurusan / Program : PBS / Pend. Bahasa Inggris
Mahasiswa : FKIP Universitas Jember
Angkatan : 1994


Bermaksud akan mengadakan penelitian di MAN II Tulungagung dalam rangka menyusun skripsi dengan judul :

“ The ability of using inflectional affixes on vocabulary at second year students of MAN II Tulungagung in the Academic Year 1999 / 2000.”

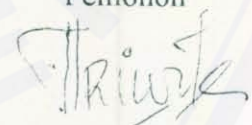
Sehubungan dengan hal tersebut saya mengajukan permohonan ijin untuk mengadakan penelitian di MAN II Tulungagung yang Bapak pimpin.

Demikian surat permohonan ini saya ajukan, atas bantuan dan ijin yang Bapak berikan saya sampaikan terima kasih.

Mengetahui :
Kepala Sekolah
MAN II Tulungagung


Drs. Mardjuni
NIP. 150/151 996

Pemohon


SRI WAHYUNI
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SURAT KETERANGAN PENELITIAN

Nomer : MA.m.43/TP.00.10/362/1999.

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri 2 Tulungagung menerangkan bahwa :

N a m a : SRI WAHYUNI
N I M : 9402107203
Jurusan / Program : PDS / Ford. Bahasa Inggris
Mahasiswa : FKIP Universitas Jember
Angkatan : 1994

telah mengadakan PENELITIAN di MAN 2 Tulungagung mulai tanggal :
6 September s/d Oktober 1999 dengan Skripsinya berjudul :

" The ability of using inflectional affixes on vocabulary at second year students of MAN II Tulungagung in the Academic Year 1999/2000"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.-

Tulungagung; 16 Oktober 1999.



K E P A L A

Dr. MAEDJUNI

TELP : 150 151 996.

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Sri Wahyuni
 Nim / Jurusan / Angkatan : 9402107203 / PBS-Bhs.Inggris /1994
 Judul Skripsi : The Ability of Using Inflectional Affixes
on Vocabulary of The Second Year Students at MAN II
Tulungagung in The Academic Year 1999/2000
 Pembimbing I : Drs.H.Misno A.Lathief, MPd
 Pembimbing II : Dra. Made Adi Andayani T. MEd

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Senin, 12-4-1999	Judul & Matrik	h
2.	Rabu, 21-4-1999	Perbaikan Matrik	h
3.	Selasa, 4-5-1999	Bab I	h
4.	Jum'at 18-6-1999	Bab II	h
5.	Kamis, 15-7-1999	Bab III	h
6.	Rabu, 25-8-1999	Proposal Seminar	h
7.	Senin, 13-9-1999	Revisi Bab I, II, III	h
8.	Rabu, 29-3-2000	Bab IV & Bab V	h
9.	Senin, 4-4-2000	Revisi Bab IV & V	h
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Judul Skripsi : The Ability of Using Inflectional Affixes
on Vocabulary of The Second Year Students at MAN II
Tulungagung in the Year 1999/2000
Pembimbing I : Drs. H.Misno A.Lathief, MPd
Pembimbing II : Dra. Made Adi Andayani T.MEd

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2.	Rabu, 21 4-1999	Konsultasi Bab I	<i>[Signature]</i>
3.	Selasa, 4-5-1999	Konsultasi Bab I & II	<i>[Signature]</i>
4.	Jum'at, 18-6-1999	Konsultasi, Bab I , II & III	<i>[Signature]</i>
5.	Kamis, 15-7-1999	Revisi Bab I, II, III	<i>[Signature]</i>
6.	Jum'at, 27-8-1999	Seminar Proposal	<i>[Signature]</i>
7.	Senin, 1-5-2000	Konsultasi Bab IV & V	<i>[Signature]</i>
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