

IMPROVING THE EIGHTH GRADE STUDENTS' ACTIVE PARTICIPATION AND THEIR VOCABULARY ACHIEVEMENT BY USING MORPHOLOGICAL PROCESS OF DERIVATION AT SMPN 9 JEMBER

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Abstract

This research was intended to improve the eighth grade students' active participation and their vocabulary achievement by using morphological process of derivation at SMPN 9 Jember in the 2013/2014 Academic Year. The research subjects were the students of class VIII Eat SMPN 9 Jember. The data were collected through vocabulary test and observation. The data were analyzed statistically. The result showed that there was an improvement on the percentage of the students who were actively participated in the teaching learning process of vocabulary by using morphological process of derivation. It improved from 59% in cycle 1 to 80.77% in cycle 2. Besides, there was also an improvement on the percentage of the students' vocabulary achievement who got score 70 or higher. It improved from 58.33% in cycle 1 to 82.05% in cycle 2. It means that the use of morphological process of derivation in the teaching learning process of vocabulary could improve the students' active participation and their vocabulary achievement in 2 cycles. Therefore, it is suggested to the English teacher to use morphological process of derivation as learning strategies in teaching vocabulary.

Keywords: Classroom Action Research, Morphological Process of Derivation, Students' Active Participation, Vocabulary Achievement.

INTRODUCTION

English is an international language that was used broadly all over the world by people in different countries. Most of people around the world used English as means of their communication and considering English as a foreign language. The Basic Course Outline of Institutional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) states the students were expected to master four language skills namely listening, writing, reading and speaking and also three language components including vocabulary, grammar and pronunciation. From those language skills and language components, vocabulary had an important role among the others. Vocabulary is the

component that should be mastered by the students because vocabulary is a very basic component from the language skills. Wilkins as quoted in Thornbury (2002:13) says that in learning English, little can be done without grammar but nothing can be done without vocabulary. It means that by knowing many vocabularies, besides mastering the rules of grammar, the students would be easy to communicate whether in spoken or written language form. Further, Tarigan (1982:2) adds that the quality of someone language skills depend on their quality and quantity of vocabulary they have. It could be concluded that the richer someone mastered vocabulary, the bigger chanced someone could express the language. In fact, the students who learn English as a foreign language get difficulties in developing

their vocabulary. Most of them think that English is a difficult lesson which is so hard to be studied because it has many rules such as the form of the words, the meaning of the words, the spelling of the words, the pronunciation of the words, and the use of the words in the sentences. To overcome these problems, it really needs creative ways for the English teacher to conduct a meaningful teaching learning process. The teacher may provide interesting media or learning strategies in delivering the material. It will encourage the students to spend more attention so that the teaching learning process will run more successfully. Hatch and Brown (1995:422) state that the key in all vocabulary teaching is to keep motivation high while encouraging students to develop strategies that can continue to use once they leave the classroom.

Based on the explanations above, the researcher did an interview with the English teacher of class VIII E at SMPN 9 Jember, which was held on September 13th, 2013. The researcher found that class VIII E still has difficulties in understanding vocabulary. Some students experienced difficulty to enlarge and enrich their vocabulary because they may forget the vocabulary materials taught by the teacher easily. They also experienced difficulty to know the meaning of the words, spelling, forms, pronouncing, as well as the use in the sentence. Besides, the students seemed bored and passive while the teacher was explaining the materials. Only some of them paid attention and responded to the teacher's questions and some of them just focused on their own activity. They also kept silent when the teacher asked some questions. It happened because the teacher taught monotonously and she did not provide interesting media or learning strategies in the teaching learning process of vocabulary. While, the standard passing grade of the school is 75, but the students who can reach it were only 57.6% (38 students of 40 students).

From the discussion above, the researcher found that the problem was the boring situation in the class. It is often caused by the lack of variation of teaching learning techniques done by the teacher. To solve this problem, the teacher should provide interesting learning strategies in order to make the classroom activities more various and interesting.

One of the learning strategies that may be applied to solve the problems above is by using morphological process of derivation in the teaching learning process, especially in teaching vocabulary. Morphological process of derivation help the students to learn not only the forms of the words but also the meaning of the words. As stated by Nation (2001:275), morphological process of derivation could help the students to learn how the parts of words have meaning on their own. In addition, it could help the students to guess about the meaning and increase their ability to remember the meaning by linking the knowledge that already known. It means that, if the students have already known about prefix and suffix that usually used in certain word, the students would guessed the meaning of the words easily. For example if the students have already

known the meaning of the word 'sad', they could guess the meaning of the word 'sadness' since they have already known what is the suffix 'ness' means. Further, Lyons (1977:522) as quoted in Baurer (1993: 27) states that derivation is the morphological process that resulted the formation of new words. Derivation which also known as affixation allow the students to add prefix and suffix in a certain words. Therefore, it would be very helpful for the students to know the formation of words because they know the process of word formation itself.

The problems of the research in this research were:

- 1) "Can the use of morphological process of derivation improve the eighth grade students' active participation in the teaching learning process of vocabulary at SMPN 9 Jember?",
 - 2) "Can the use of morphological process of derivation improve the eighth grade students' vocabulary achievement of nouns, verbs, adjectives, and adverbs at SMPN 9 Jember?".
- The objective of this research were: 1) "To improve the eighth grade students' active participation in the teaching learning process of vocabulary at SMPN 9 Jember by using morphological process of derivation in the 2013/2014 academic year", 2) "To improve the eighth grade students' vocabulary achievement of nouns, verbs, adjectives, and adverbs at SMPN 9 Jember by using morphological process of derivation in the 2013/2014 academic year".

RESEARCH METHOD

The research design was Classroom Action Research (CAR). According to Elliott (1991:69) action research is defined as the study of a social situation with a view to improve the quality of action within it. The purpose of this research was to improve class VIII E students' active participation and their vocabulary achievement by using morphological process of derivation at SMPN 9 Jember.

This classroom action research was conducted at SMPN 9 Jember. The actions were carried out in 2 cycles. Each cycle covered the activities of planning, implementation, observation, and reflection (Arikunto, 2010:91). The area of this research was determined by using purposive method. Fraenkel and Wallen (2006:100) state that a purposive method is a method in choosing a research area based on a certain purpose or reason. The subjects of this research were the students of class VIII E in SMPN 9 Jember in the 2013/2014 academic year. The number of the students is 39 students. The methods that were used in collecting the data were vocabulary test, observation, interview and documentation.

In this classroom action research, vocabulary achievement test was used to measure the students' vocabulary achievement. It was intended to measure the vocabulary achievement of class VIII E students of SMPN 9 Jember after being taught by using morphological process of derivation. According to Hughes (2003:13) achievement is conducted to measure how successful the individual

students have achieved the goal of teaching and learning process. Hughes (2003:26) states there are two criteria to conduct a test namely validity and reliability. A test is said to be valid if it measures accurately what is intended to be measured. In this research, the test established content validity because the test was constructed based on the indicators to be measured, namely: noun, verbs, adjectives, and adverbs learned by the students. The test that had content validity might be reliable. Hughes (2003:34) states that if a test is not valid, it cannot be reliable. This statement implied that a valid test will be reliable as well. A test is considered to be reliable if it gives consistent result when the same test is given in different time. It means that the result of the scores were the same whenever the test were scored and whoever gives the score. The test that was used to measure the students' vocabulary achievement was objective test in the form of multiple choices, completing blank spaces and breaking down the words into their root. The test consists of 30 items which distributed into: part I, part II, and part III. Part I consist of 20 items of multiple choice, part II 5 items of blank spaces and part III 10 items of breaking down the word into their root and giving the meaning. In scoring the test result, each correct item was scored 1,5 points for part I, 4 points for parts II then 5 points for parts III. The difference point of each part is based on the difficulties of the test. So that, if we count up, the total score will be 100 points.

In this research, observation checklist was used to know the students' active or passive participation in the teaching and learning process of vocabulary by using morphological process of derivation. It contained some indicators of students' active participation, namely: 1) Making a group in pairs; 2) Underlining the words having prefix and suffix; 3) Classifying the underlined words based on their derivation; 4) Classifying the words having prefix and suffix into their parts of speech; 5) Breaking down the words having prefix and suffix into their root;

RESEARCH FINDINGS

This research had two findings. First, the result showed that the use of morphological process of derivation could improve class VIII-E students' active participation in the teaching learning process of vocabulary at SMPN 9 Jember. Second, the result showed that the use of morphological process of derivation could improve class VIII-E students' vocabulary achievement at SMPN 9 Jember.

The criteria of success of this research were 75% of the students actively participated in the teaching learning process of vocabulary by using morphological process of derivation and 75% of the students achieved the target score that was 70. In the first cycle, the results of observation 1 showed that there were 18 students of 39 students (46%) were categorized as active students during the learning process of vocabulary achievement by using morphological process of derivation; meanwhile, there were

28 students of 39 students (72%) in observation 2 were categorized as active students. In average, there were 59% of the students were active participated in the learning process of vocabulary. Additionally, the result of vocabulary achievement test in cycle 1 showed that there were 21 students of 36 students (58.33%) who got score 70 or higher. The factors that influenced the result of cycle 1 were: 1) the students got difficulties in underlining the words having prefix and suffix, 2) the students got difficulties in breaking down the words into their root, 3) the students got difficulties in finding the meaning of some difficult words. Then, the researcher 1) giving the students more example about how to differentiate between the words having prefix and suffix by asking them to come forward in front of the class to underline the words having prefix and suffix, 2) the researcher asked the students to work in pairs then after that pointing out some of the students to come forward to break down the words into their root, 3) asking the students to find the meaning of some difficult words in dictionary.

In conclusion, the actions in cycle 1 were not successful yet. Therefore, the actions were continued to cycle 2 by revising some necessary aspects related to the use of morphological process of derivation in the teaching learning process of vocabulary.

In cycle 2, the researcher gave the students more example about how to differentiate between the words having prefix and suffix by asking them to come forward in front of the class to underline the words having prefix and suffix, the researcher asked the students to work in pairs then after that pointing out some of the students to come forward to break down the words into their root. Further, the researcher asked the students to find the meaning of some difficult words in dictionary so that they could find the difficult words and did the morphological process of derivation quickly and effectively. The results of observation in cycle 2 showed that there were 30 students (76.92%) of 39 students in the first meeting who were categorized as active students during the learning process of vocabulary by using morphological process of derivation and there were 33 students (84.62%) of 39 students in the second meeting who were categorized as active students. In average, there were 80.77% of the students were active in learning process of vocabulary in cycle 2. It means that the results of the observation in cycle 2 achieved the target required that was 75% of the students active participated in the teaching learning process of vocabulary. Further, the result of students' vocabulary achievement test in cycle 2 showed that there were 33 students (82.05%) of 39 students who got score 70 or higher. Based on the results of observation and vocabulary achievement test in cycle 2, it could be concluded that teaching vocabulary by using morphological process of derivation could improve the students' active participation and their vocabulary achievement.

Further, the observation checklist showed that the average percentage of the students' participation in cycle 2

was higher than in cycle 1. In average, it increased from 59% in cycle 1 to 80.77% in cycle 2 who actively participated during the learning process of vocabulary. Therefore, it can be concluded that the use of morphological process of derivation improved the students' participation in the teaching learning process of vocabulary. In addition, the percentage of the students who got score 70 or higher is improve from 58% in cycle 1 to 82.05 in cycle 2. It means that it achieved the target required, that was 75% of the students got score at least 70. In other words, by revising some factors, it helped the students improve their vocabulary achievement. Therefore, the students' problems could be overcome in cycle 2. In conclusion, it showed that the use of morphological process of derivation could improve the students' vocabulary achievement in cycle 2.

The result above proved the theories of the use of morphological process of derivation could help the students in learning language, including in learning vocabulary. As stated by Nation (2001: 275) morphological process of derivation could help the students to learn how the parts of words have meaning on their own. Further, Lyons (1977:522) as quoted in Baurer (1993: 27) states that derivation is the morphological process that resulted the formation of new words.

Related to the research result above, the use of morphological process of derivation could arouse class VIII-E students' active participation and improve their vocabulary achievement in the teaching learning process of vocabulary at SMPN 9 Jember.

CONCLUSION AND SUGGESTIONS

Based on the results, it could be concluded that the use of morphological process of derivation could improve class VIII-E students' active participation in the classroom during the teaching learning process of vocabulary at SMPN 9 Jember. Additionally, the use of morphological process of derivation could improve the students' vocabulary achievement of class VIII-E at SMPN 9 Jember. This learning strategies can be used as a consideration to improve the teaching learning process of vocabulary. Therefore, some suggestions are proposed to the following people.

It is suggested to the English teacher to use morphological process of derivation in teaching vocabulary because it could help the students to learn how the word have meaning on their own after adding by prefix or suffix. So, it could help the students not only to learn about the form but also the meaning of the words easily. As a result, it could help the students improved their vocabulary achievement. Further, the students are suggested to use morphological process of derivation in learning vocabulary. It would be very helpful for the students to know the formation of words because they known the process of word formation itself. Finally, it would make the students motivated and being an independent learners while learning vocabulary. It is also suggested to the other

researcher who had problems in learning vocabulary to use morphological process of derivation as another learning strategies. Because, dealing with the research result in this research, it could help the students not only having better understanding of the word form, but also word meaning. Additionally, the weaknesses of the use of morphological process of derivation in learning vocabulary can be further studied by the future researchers.

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