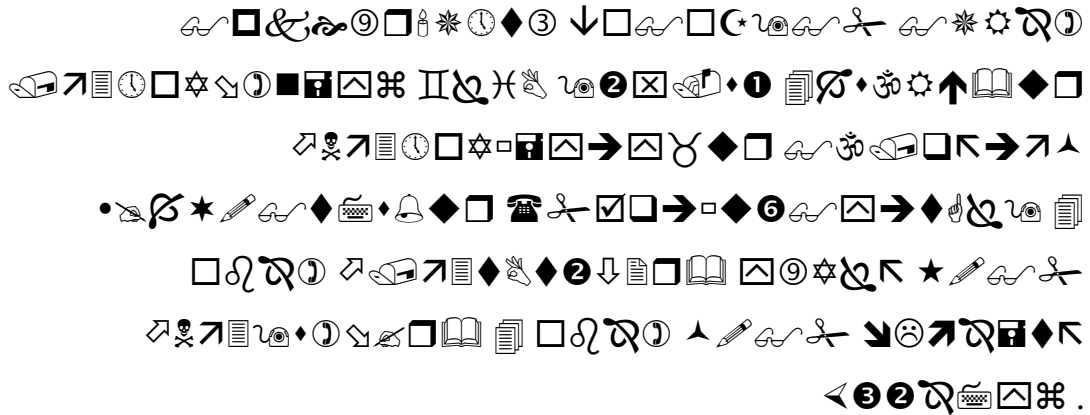


CHAPTER I
INTRODUCTION

A. Rationale

Language is one of the important devices of communication in any type of human activities; language support processing civilization and its progress day to day. Language is used to show their thought and feeling, wish and activities and to influence others. One's education background, association, tradition and sign of family and nation can be explained by a language.¹

Language becomes an important thing and people around the world use it as a gift from God to human beings as adjusted to one of the Holy Koran stated in the Al-Hujurat verse 13 as follows :



English has an important role in the world. Nowadays, there is no part of the world without some knowledge of English. In Indonesia, English is a foreign language. In this position, it does not have a social function as broad as that of a second language. English in academic fields is taught as subject matter. By learning

¹ Mary Finocchiaro, *English as a second Language: from Theory of Practice*, (New York: Regents Publishing Company, Inc, 1975), p. 2.

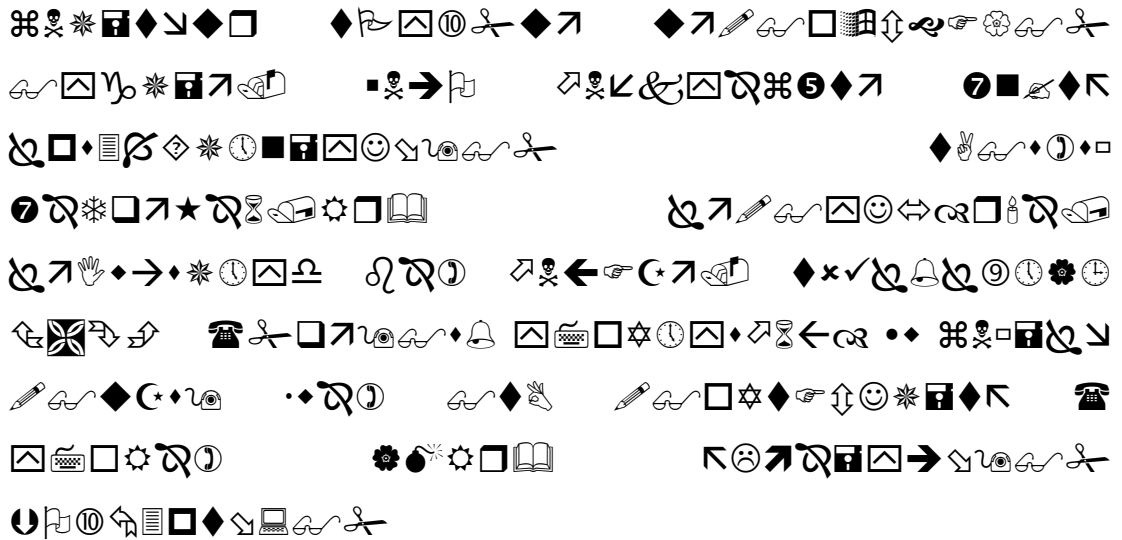
English, learners are expected to be able to communicate about everything. It is in accordance with River's statement that the final aim of teaching a foreign language is to produce students who can communicate about anything in the foreign language. To achieve this communicative function, general knowledge and skills in English are needed. The language components involve vocabulary, grammar and pronunciation. In fact, all language components are important, but the most important one in language teaching is vocabulary, because, as Coleman says, vocabulary is the most important component because, by having an adequate vocabulary, student can learn language more easily. Besides, there is a direct relationship between a successful career and large vocabulary. Men and women who had achieved distinction in variety of field were proved to have vocabularies larger than the average. It doesn't mean that a large vocabulary can guarantee one to become a scientist. It means that inadequate vocabulary will minimize one's chances for success; an effective vocabulary will increase them.²

As an important element of language, vocabulary is a key area of research. Vocabulary is the total number of words which are known or used by a person in a certain situation. It has one basic component that can help us to understand material by reading or identifying an object through its meaning. Once a student has mastered the fundamental grammatical patterns of a language, the next task is to master its vocabulary or at least the part of the vocabulary that he/she needs.³ Nobody ever learns all the words in any language. We know and use the words that suit to our particular purposes and continue to learn new words as long as we live as noted in the

² Zainaluddin Rahmat, "indoskripsi", <http://one.com/2009/10/21>.

³ Saadilah, hand out "Vocabulary Building", (2008), p. 2.

Holy Koran in the Al-Baqarah verse 31 and 32 as follows how the Prophet Adam (p.b.u.h) learned language by naming things.



A good vocabulary goes hand in hand with our ability to think logically and to learn easily and quickly. Language can help us to understand ourselves and the world around us. English vocabulary is enormous and grows steadily with technological and cultural assimilations. The vast majority of the new words introduced, and a great percentage of the words used to express abstract ideas, are complex words that are made of simple word parts (prefixes, roots, and suffixes) that have their own definitions and can be understood in context without an exact definition. By slowly and steadily studying the most prominent prefixes, roots, and suffixes, students can acquire a vocabulary that is far greater than the sum of its parts.⁴

The size of our native language vocabulary reflects our education, reading and range of interests, even for students in the English Department where they have

⁴ Pittman, "Building Vocabulary", <http://www.iteslj.org/Techniques/2001/5/12/html>.

contacted with English through books; and the interaction with English speakers every day. They will be able to increase their vocabulary into areas that are not included in books they read. The more they hear, speak, read and write in English, the more opportunity they have to increase their vocabulary.⁵

The ways to increase one's vocabulary depend much on individual characteristic and preferences. Someone may use a dictionary in which the words are translated into his/her native language. It also can be learned by using vocabulary notebooks/cards which are written down whenever he/she hears or see them, someone may also use other ways of forming new words by compounding (joining two or more words together) to create a single (compound word) and attaching a short form (prefixes and suffixes). This can also be done by teaching students word grouped in particular families. An important consideration is that one can maximize vocabulary considerably by teaching word families instead of individual word forms. Presenting word families, with many words built around a particular root, gathers word together of that associations among them can be seen⁶.

Especially in this case, the writer will discuss prefixes and suffixes as a way to enlarge one's vocabulary by adding a word-part at the beginning of a word to make a new word (prefix) or at the end of a word (suffix). English Department is a major that special teach and learn English more deeply. The students learn to master four skills in English as well as grammar, vocabulary, teaching methodology and all aspects of English are taught in the teaching and learning process. The writer is interested in conducting research on the topic above since the sixth semester students of English

⁵ *Ibid.*,p. 4.

⁶ Jeanette S. Decarrico, "Vocabulary Learning and Teaching"(2000), p. 287.

Department have learned prefixes and suffixes taught in previous classes. The writer wants to better understand the students' specific abilities in using them (English prefixes and suffixes). Based on writer's prior observation, the writer gave the students a prefixes and suffixes test. The writer found some students still confused to determine word-part and they are not familiar with some common prefixes and suffixes, to break down them into the root/base, prefixes-suffixes followed them and meaning are formed by attaching a short form (prefixes and suffixes) or those grouped in particular word families.

Realizing that as students of English Department who will become as English teachers, they are expected to have good English and capable of proficiently using each of the four language skills. One actually has two vocabularies; *a receptive vocabulary* is word one knows when he listens or read the word he knows when he receives through other and *expressive vocabulary* is the word one use when he speaks or writes that is when he expresses his thought to others.⁷ The more students hear, speak, read and write English, the more opportunity they increase their vocabulary. Learning prefixes and suffixes is particularly important in helping student to increase vocabulary because from a single word that can be turned into a "word family". They allow learning word in groups instead of one by one.

Examples	: NOUN	VERB	ADJECTIVE	ADVERB
	Beauty	beautify	beautiful	beautifully

⁷ James F. Shepherd, *College Vocabulary Skills*, (Boston: Houghton Mifflin Company, 1996), third editon. p.3

Very often, if one knows the stem of a new word and has some familiarity with the prefixes and suffixes the word contains, he or she may also be able to understand its meaning without having to open dictionary too often.⁸

What can students do when they encounter to a word that they do not know? One thing may help is to analyze the word, looking for groups of letters that have special meanings. When a group of letters having a specific meaning appears at the beginning of a word, we call that group of letters a prefix. The following is a list of the example of English prefixes:

<u>Prefix</u>	<u>Meaning</u>	<u>Example</u>
A-	verb > predicative adjective with progressive aspect	afloat, atremble
Be-	equipped with, covered with, beset with (pejorative or facetious)	bedeviled, becalm, bedazzle, bewitch
Co-	joint, with, accompanying	co-worker, coordinator, cooperation
Counter-	against, in opposition to	counteract, counterpart
Down-	to make something lesser, lower or worse	downgrade
En-/em-	to make into, to put into, to get into	enmesh, empower
Ex-	former	ex-husband, ex-boss

⁸ Saadilah, hand out "Vocabulary Building", *op. cit.*, p.p 7,8.

A group of letters with a special meaning appearing at the end of a word is called a suffix. Here is a list of common suffixes in English.

<u>Suffix</u>	<u>Meaning</u>	<u>Example</u>
-able	able to be	manageable
-ible		defensible
-al	relating to	regal
-ance		resistance
-ence		independence
-ic		heroic
-ion	state of	union
-ism	quality of	patriotism
-hood		brotherhood
-ity		legality
-ment		puzzlement
-er	one who	writer
-or		advisor

Based on the facts from prior research and the writer's interest in this subject, the writer intends to conduct research entitled **“THE ABILITY IN USING PREFIXES AND SUFFIXES FOR INCREASING VOCABULARY OF THE SIXTH SEMESTER STUDENTS IN THE ENGLISH DEPARTMENT OF IAIN ANTASARI ACADEMIC YEAR 2009/2010”**.

To avoid misinterpretation towards the title which is adopted in this study, the writer hereby feels necessary to explain some terms in regard to the title as follows:

1. Ability : Mental or physical capacity needed to do something⁹
2. Prefix : A letter or group of letters attached to the beginning of a word that partly indicates its meaning¹⁰
3. Suffix : Syllable is placed after a word to change its meaning¹¹
4. Increasing : To become or make greater in a number
5. Vocabulary : A total number of words that are known or used by a person in a certain situation¹²
6. Word families : A set of words that include a base word plus its inflections/derivations¹³

B. Statement of Problems

Based on the background above, the writer will investigate the following question:

1. How is the ability in using prefixes and suffixes for increasing vocabulary of the sixth semester students in the English Department of IAIN Antasari academic year 2009/2010?

⁹ *Ibid.*, p. 1.

¹⁰ <http://grammar.about.com/od/pq/g/prefix.htm>

¹¹ Martin H. Manser, *op. cit.*, p. 415.

¹² Saadilah, hand out “Vocabulary Building”, *op. cit.*, p.p. 8,11.

¹³ Jeanette S. Decarrico, *loc. cit.*

2. What are the most common errors in using the prefixes and suffixes of the sixth semester students in the English Department of IAIN Antasari academic year 2009/2010?

C. Reasons for Choosing the Title

There are certain factors that have influenced the writer's decision to conduct this research, including:

1. An understanding that English is an international language for communication all over the world and in Indonesia it has been taught to students from kindergarten through university level.
2. Considering that as students of English Department are expected to have good English especially vocabulary.
3. Learning prefixes and suffixes is particularly important in helping students to increase their vocabulary.
4. Considering that prefixes and suffixes has been learned by the students and need to be investigated to figure out how they use them to increase vocabulary.
5. Learning vocabulary through prefixes and suffixes and turning a single word into a word family often makes students are confused to determine the word-parts.
6. Realizing that prefixes and suffixes can help students to understand meaning without having to look it up in the dictionary often.

D. Purpose of Research

Based on the problem above, the purpose the research can be set as follows:

1. To better understand students' ability in using prefixes and suffixes.
2. To better understand the most students' common errors in using the prefixes and suffixes.

E. Significance of the Research

The result of this research is expected to contribute to the field as follows:

1. Enriching the writer's knowledge and experience in this specific research.
2. Giving information and knowledge regarding the importance of prefixes and suffixes to increase vocabulary.
3. Expecting that the sixth semester students in the English Department are able to use correct English words created by attaching the short form (prefixes and suffixes).
4. Giving valuable contribution for all English teachers in the English Department to improve the teaching and learning of English.
5. Considerations for educational administrators as input to increase and improve quality of teaching.
6. Giving information for designing materials in teaching vocabulary
7. Providing information and considerations for future researchers
8. Enriching literary source of the IAIN Antasari library.

F. Organization of Writing

To facilitate the study, the writer divides the organization of the content into five chapters as follows :

The first chapter contains of introduction that includes rationale, problems limitation, reasons for choosing the title, purpose of research, significance of research, and organization of writing.

The second chapter contains of theoretical review, which includes definition of prefixes, kinds of prefixes, general roots and English prefixes, definition of suffixes, kinds of suffixes, general English suffixes and teaching prefixes and suffixes for increasing students' vocabulary.

The third chapter contains of method of research that includes population and sample of research, data and sources of data, technique of data collecting, design measurement, technique of data processing and research procedures.

The fourth chapter contains of report of research result that includes description of research location, data presentation and data analysis.

The fifth chapter contains closure that includes conclusion and suggestion for better teaching and learning English prefixes and suffixes for English lecturers and students.