

CHAPTER I

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1.1. Background of The Study

Finocchiaro (1969:8), states, "The aim of the English Teaching Program is to develop the four basic aspects of communication (understanding, speaking, reading, and writing) of the learner. In attempting to develop those four aspects of communication, of course, vocabulary can not be ignored.

How can we speak well without knowing or understanding the words being used? How can we enjoy reading without having the ability to determine the meaning of the words? How can we express our ideas in the form of writing if we do not know the words that should be used? The idea above becomes clear enough when Troike states (1976:87), "We could not have had such success with basic grammatical construction, even flawlessly pronounced, if we had known words in that language for things we needed to express". In short we can conclude that vocabulary plays a vital role in learning a language, in this case English. As a result, it is necessary for a teacher to teach and develop the students' vocabulary. Brown (1973:39) also stresses that word power is a tough power which should be given more attention through out both formal and informal

education. Word power is considered as a tough power because every student has this power but very often they find difficulties in applying this power to guess difficult words.

In teaching vocabulary, the teacher may not teach the vocabulary or the meaning of a word in isolation, on the other hand he should teach the vocabulary in context or sentences. According to Finocchiaro (1974:34) words become meaningful only when we are studied and considered them in context, that is with all the other words, which surround them, help and give them their meaning.

The important things that should get emphasis on the teaching of vocabulary is the knowledge of affixes. Affixes can provide important clues in determining the meaning of unfamiliar words. They will be helpful because if the students know the meaning of words exactly, they are able to have a clear notion of what they are reading and listening.

By teaching vocabulary especially affixes in context, it is hoped that the students will be able to develop their guessing power; and further, they will be able to use it when they are, listening, speaking, reading and writing.

So far, there have been a few theses discussing the contextual guessing by using affixes as a means of teaching vocabulary. Anyhow, it is necessary to know this technique

of teaching vocabulary to help students acquire their vocabulary.

1.2. Statement of the Problem

The statement of the problem can be formulated as follows : How can contextual guessing by using affixes be useful to develop students' vocabulary ?

1.3. The Objective of the Study

Derived directly from the problem above this study was intended to suggest of how contextual guessing by using affixes can be used in teaching vocabulary.

1.4. The Significance of the Study

Realizing the importance of vocabulary in the process of mastering the reading skill and the other language skills such as listening, speaking and writing, this paper is designed as an attempt to increase the vocabulary of Secondary High School students through contexts or sentences, especially through the mastery of affixes. In this paper the writer proposes a contextual guessing by using affixes as a Means of Teaching Vocabulary. With the hope that the ideas discussed in this thesis might be of some help for the teachers especially those who teach vocabulary. In other words, the writer

hopes that at the end of their study at the Secondary High School, students can use the guessing power well if they find difficult words in English passages.

1.5. Scope and Limitation

This study is concerned with the contextual guessing by using affixes as a means of teaching vocabulary to students through context or sentences. And the material is taken from "Buku E Bahasa Inggris untuk SMA" or other books as far as it has the same level of difficulties and has been suggested by the master of education and culture.

1.6. Theoretical Framework

Guessing contextual in learning vocabulary is very important. Rivers (1968) suggested that teachers should introduce vocabulary items in such a way to allow the students to infer the meaning from the contexts and/illustrations. As a consequence, a teacher should always encourage students to make intelligent contextual guessing about word meanings.

Finocchiaro (1974:4) states that the more and varied kinds of association built around language item, the better learning and retention will be. The same item should be reintroduced in many different appropriate situations and contexts as often as possible.

The Key to English Vocabulary by Macmillan Publishing Co., Inc. (1963:22) states that if you know the root of a new word and the suffix or the prefix of that word, you can understand its meaning without having a look a dictionary.

1.7. Methodology of the Thesis

In this thesis, the writer has used the opinions of some prominent experts in language teaching and learning as a base in exposing contextual guessing affixes. Ideas presented here have been taken and synthesized from the writer's observation, and from the various written sources which the writer has read, such as; books, magazines, and some theses of her friends. Thus, this thesis is resulted from a library research.

1.8. Definition of the Key Term

Some key terms will be presented to make this discussion easier to understand and to avoid misunderstanding on the part of the readers, the following definitions are given.

(1) Vocabulary :

total number of words which (with rules for combining them) make up a language. (Hornby, 1974:959)

(2) In context :

means that a teacher explains the vocabulary through sentences as one idea, so she does not explain word by word or in isolation or in a list of isolated words. (L.M. O'Henry, 1988:6)

(3) A suffix

is an addition to a word placed at the end of a word to form another word or to change the meaning of the root word. (Perry and Silverthorn, 1977:1)

(4) A prefix

is a syllable, or a word placed at the beginning of a word to change the meaning of the word or to form a new word. (Perry and Silverthorn, 1977:1)

(5) Guessing Power :

is one of the techniques which is proposed to develop students' vocabulary in context or sentences. In this case the students are not allowed to use a dictionary. They have to show how to make a guessing power that guessing words in contexts or sentences. (L.M. O'Henry, 1988:6)

(6) Teaching

Teaching is helping someone to learn how to do something. It's also guiding someone to learn how to do something or studying something with certain

knowledge so it makes the result of understanding.
(Kimble and Garmenzy, 1987:7).

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Nathan, 1987:8).

(7) Teaching Vocabulary

teaching vocabulary is "helping the students to learn one of the language components which comprise the words or phrases of a language which a person should understand in order to master a language."
(Mei Hwa, 1992:9)

(8) Contextual Guessing

means that one of the strategies which is proposed to develop students' vocabulary. In this case the students should guess the meaning of the unknown word in context by using suffix and prefix clues.

(9) Affix

is a group of letters or sounds added to the beginning of a word (in the case of a prefix) or the end of a word (in this case of a suffix) to change its meaning and its use.(Paul;1978,4)

1.9. Organization of the Study

This thesis consists of four chapters. Chapter I deals with the background of the study, statement of the problem, the objective of the study, the significance of the study, scope and limitation, theoretical frame word, definition of the key terms, and organization of the study. Chapter II presents the review of the related literature. Chapter III deals with the strategy of contextual guessing by using suffix clues and the strategy of contextual guessing by using prefix clues. Finally, chapter IV is about the conclusion of the study which consists of summary and some suggestions.