

# CHAPTER I

## INTRODUCTION

This chapter presents discusses the background of research, statement of problem, scope, limitation of the research, and significance of the research.

### **A. Background of Research**

English as a part of global languages and English has been used by many people around the world. It needs to be learned in the early stage of education, therefore the quality of teachers is needed in all schools to produce quality English language learners. Learning a language should be started by learning the words. Students should master vocabulary so they could create a sentence or even talk in English. Not only having abundant vocabularies but also having known how to form the word. Students need English as a requirement for them to continue their study to higher education in different major and studies. Thus, schools need a qualified teachers to produce qualified students. A dozen researchers have found many solutions in some cases of teaching that the teachers could use them in their class in order to perform better teaching in certain skills of English, starting from various strategies to methods of teaching and learning. Furthermore, many researches that actually trying to define difficulties by the students, but actually before coming to the students, we need to see the teachers first as the main conductor of teaching and learning process. This issue should be solved to face a globalization era.

In English, there are four skills that should be mastered by the learners, they are Listening, Speaking, Reading, and Writing. However, the importance to master a language among others to be able to master the vocabularies. Therefore it is an obligation for English Language Education Students to learn morphology as parts of learning the word and how to form a word. By learning those, future teachers would be able to perform in the class much better to guide the students. It is obvious, the sequence of developments, especially in the last

decade, indicates that vocabulary learning and teaching issues have gradually gained its importance. These reason have been enough information in which vocabulary is the foundation of the 4 skills of English.

As students of English Language Education Study Program of Khairun University are going to be future English teachers should know the different type of words. They are Noun, Adjective, Adverb, and Verb as also known as Part of Speech. However, it seems that most of the teachers cannot facilitate students well with the quality of their vocabulary. Rasouli and Jafari (2017) stated that vocabulary is fundamental to English language teaching. Without adequate vocabulary, students cannot understand others or express their own thoughts. Due to this problematic, it is necessary to conduct research by exploring those students' ability in using word formation to find out the situation of students' vocabularies. According to Tahjaineh (2012), The importance of the process of how a word is formed in English is still underestimated by planners, book writers and teachers. The word-formation is usually taken for- granted and words are still assigned to categories e.g. verb, noun, adverb, adjective. Teaching vocabulary is one of the most important ways of developing learners' vocabulary knowledge; however, teaching vocabulary is not only about teaching the words but also about other aspects. Deeper understanding of different aspects of vocabulary enables both teachers to teach it and learners to acquire it effectively and practically (Rasouli & Jafari, 2016, p. 42).

From the research conducted by Rohmatillah (2014), it was found that almost all of the students have difficulties in pronouncing the words, how to write and spell, how to use the grammatical pattern correctly and appropriately. One of the factors is affixation. Based on Carstairs & McCarthy (2002), It is hard for the students to know the changing in word class. The changing in word classes sometime changing the meaning of the word and some complex words have meaning that are so predictable that they do not have to be listed in a dictionary.

Therefore, it is becoming a main issue for the teachers to help the students. Enesi (2017) noted that many researchers and lecturers have realized the effect of teaching word-formation theory in English Languages course book. The processes of word-formation in every vocabulary can be enriched, and it is very important in English language teaching and learning. However in the school text book in Indonesia does not have many topics discussing about word formation. Teachers need to be a media for the students to realize those word formation.

This research is one of the branches of Morphology Subject. Morphological process in the English language may occur inflectionally or derivationally. The main difference between inflection and derivation is that inflection does not make a new lexeme but a grammatical word with respect to syntactic rules; however, derivation makes a new lexeme which is lexically different from its base. In English language, derivation may occur through prefix, suffix, conversion, and compounding besides other morphological processes such as back-formation, reduplication, clipping, acronym, and blending, Sunardi (2012). However this research is discussing about the change of the word class and knowing how far and how well the students know and aware about kinds of word formation in derivational only.

### **B. Scope of the Research**

The research focuses on forming of derivation. As the derivational suffixes would change the form and the word class of specific words and it would not change the class of the words itself. This research was conducted in sixth semester of English Language Education Study Program of Khairun University as the subjects. There are 40 respondents for this research.

### **C. Statement of Problem**

Based on the background above, there are problems that need to be answered from this research.

- a. What is the students' ability in word formation at English Language Education Study Program of Khairun University?
- b. What Derivation forms in word formation do the students know well?

#### **D. Objectives of the Research**

The purpose of this research is to describe students' ability in word formation especially in derivation form and what types of word formation in derivation form that most students would be able to know well.

#### **E. Significance of the Research**

##### *1. Theoretical*

The results of this research are expected to enrich the existing theories concerning students' word formation.

##### *2. Practical*

- a. Lecturers can relate to this result of the research to improve the teaching and learning process particularly for students' vocabulary, structure, and writing in the future.
- b. The students can see how their result of their test is and it can be used as a motivation for them to improve their English more and how important it is to have more knowledge before becoming a real professional and qualify English teacher.
- c. For readers, it can be used as a reference of what word formation is all about and they can be aware of the words when they are used in all skills of English.

