

TEACHING VOCABULARY THROUGH MORPHOLOGICAL ANALYSIS AT THE SECOND YEAR STUDENTS OF MTS PPUW BENTENG

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ABSTRACT

The objective of the research is to find whether or not the use of morphological analysis can improve the student vocabulary mastery. The research was applied quasi-experimental design. It involved two groups, The experimental group and the control group. The population of this research was the second year students in academic year 2020-2021 of MTS PPUW Benteng. It consist of 7 classes. The total number of population is 178 students, The researcher chooses two classes as simple. Finally, The researcher selected VIII/D as the experimental group and VIII/E as the control group. VIII.D consist of 16 students and VIII.E consist of 16 students so the total sample of the research is 32 students. The researcher applied morphological analysis on the experimental group and for the control group the student taught using conventional technique. There were two types of data collecting applied in this study, They were test. The test is used to compare students vocabulary achievements, The application of morphological analysis enhanced the students ability to vocabulary mastery in the second year students of MTS PPUW Benteng. The achievement in vocabulary mastery of the students who applied morphological analysis and those who did not apply morphological analysis had significant difference. It was proved by the mean score in post test of experimental group was higher than the mean score of control group (79.37-66.87) and the t-test value on post test was higher than t-table (3.363 > 2.042). Based on the data above the researcher concluded that using morphological analysis increase students vocabulary mastery.

Keywords : vocabulary through ,morphological analysis

INTRODUCTION

English as an international language has a great influence on development all over the world. In Indonesia for example, it becomes very important vehicle for developing our country at any fields. English as foreign language is one of the

compulsory subjects at any school levels. It is expected that by knowing English, this can be done by them only. Whenever they have sufficient vocabulary in their mind to be conveyed, it means, vocabulary is very important to carry out communication with both oral and written, while grammar or

structure , a part from vocabulary . does have my potential for expressing meaning.

This ability , vocabulary mastery can be gained just through the environmental learning . Children can have deeply implanted vocabulary , which are usually heard and said in their daily life. Therefore. The student should not pass plenty of time to learn or memorize the vocabulary of the second language

Certainly, we realize that the mastery of vocabulary is difficult task to do , especially English vocabulary is complex and this complexity brings difficulties to students who try to master it.

Vocabulary is a list of words which have meaning and it arrange alphabetically, recognized and understood by a particular person in speaking . listening , reading . and writing.

Morphological analysis is a technique used in analyzing words into morphemes or meaning bearing units. Related to the previous statement to this case , there are many techniques and strategies of vocabulary interaction such as synonym, modeling , definition , and dictionary usage, They are considered as traditional technique used analyzing word into morphemes , namely morphological

analysis which may make students improve their vocabulary easily and independently

Problem statements

Based on the background above , the researcher states that the problem statement of the research

”Does teaching morphological analysis technique improve the students ‘‘ vocabulary mastery at the second year students of MTS PPUW Benteng in the academic Year of 2020/2021?

Research design

This research was an experimental design , with one experimental class and controlled class, it aimed at finding out of teaching vocabulary by using morphological analysis whether or not it was effective to improve the students vocabulary mastery .

In doing an experimental research , writer used pre-test and post test design can be described as follows:

Class	Treatment	Pretest	Posttest
X1	E	O1	O2
X2	C	O1	O2

Figure 3.1 research design

Notation: E : Experimental class

C : Controlled class

O1 : pre-test

O2 : Post-test

X : Treatment

(Tuckman in takko , 2009;26)

Material

a. Defenition of vocabulary

Some scholars give some definition of vocabulary as shown below:

Good (1973 :624)defines vocabulary as content and function words of language Which are learned so thoroughly so that become part of child's understanding speaking, and later reading amd writing vocabulary. It also means words having been heard or seen even though not produced by individual hi,self to communicate with others.

Webster(1983:304) says vocabulary is list of word , usually arranges in order and defined as dictionary, glossary, and lexicon.

The are many definition of vocabulary , hornby (1978) states that vocabulary are:

- 1) All the word that a person knows or uses
- 2) All the word in a particular languagea
- 3) The word that people use when they are talking about a particular subject and list of words with their meaning especially in book for learning a foreign language.

b.the teaching of vocabulary

a.guide lines of teaching and learning vocabulary

Wallace in rita (1994:6-8) indicates nine principles if teaching and learning vocabulary as follows:

- 1) Aims: in teaching vocabulary , we have to be cleared about aims . Hpw manu vocabulary listed we expeted the students or learners to be able to do. If this first syage is not clear the learning procees be difficult .
- 2) Quantity: Quantity or number of words to be taugh should be the second concern ,Five to seven words would be chosen if the teacher wants them to be students active vocabulary .After gaining this target ,the techer should add one word ti prevent the students cofused discharged, and frustrated,
- 3) Need :Teacher should consider various meaning words, words students background and langage need.Teacher should create the situationthat encourages the students to communication and get the words they need.
- 4) Frequent exposure and repetition: Certain amount of repetition is necessary and there must be evidence as indicator

to see the students' achievement in learning. Teacher should measure recognition and production skills.

- 5) Meaningful presentation: Teacher introduce new words with clear explanation and decides what denotation or wordsreference, they intend to teach. The presentation should be perfect , meaningful and unambiguous.
- 6) Situation: Teacher should have a feeling to the students situation and condition . This can be a tool for them to know when students are ready to accept the material.
- 7) Learning vocabulary in context : words are very seldom in isolation. It is important for students to see the words in useful collection what the words occur in it. In other words , the words should appear in natural environment, among the words they naturally collate with them.
- 8) Learning vocabulary in the mother language and the target language: Teacher should use words of students ' Mother tongue to compare with those in the target language to see the similarity and difference of the words.
- 9) Guessing procedures in vocabulary: guessing in one way the learn vocabulary, students guess words 'meaning by hearing , sometimes read

them in certain context, guess the meaning , and use them in certain situation. So it is smart chosen to get this technique in teaching vocabulary situation.

Morphological analysis

Morphological analysis is a technique used in analyzing words into morphemes or meaning –bearing units. There are several terms that are used by linguists to name this technique .According to Alexander (1988:112), such technique is called as structural analysis , the investigation of unknown words for knowing meaningful parts . while Taylor in her book (1988:157) also mention it as structural analysis that is the process of identifying words by breaking them into morphemes , and Carnine(1990:287) calls it as morpheme Analysis a vocabulary aids involves dividing words into its component morphemes , than the meaning of entire word . in other words, we can say that morphological analysis involves teaching students to decode multi syllabic words through recognition of root words , prefixes and suffixed

Morpheme in English , According to linguists , has two general types , free morphemes and bound morphemes .Free

Morphemes are units that can stand alone while bound morphemes are meaning-bearing units that cannot stand alone, they must be attached to the free morphemes can be changed.

Furthermore, morphological analysis has several significant facets: inflectional endings, prefixed and suffixes, construction, compound words, syllabication and accent (Burns et al.,:125)

Discussion

1. The students' ability in vocabulary by applied morphological analysis

The description of the collected data through the test as explained in the previous section showed that the students' vocabulary mastery was improved after the treatment by using morphological analysis experimental group was higher than the mean score of pre-test for experimental group $*49.37 > 80.62$. It became good level from very poor level.

Besides that, based on the data in previous section, the vocabulary mastery of students in experimental group and control group after the treatment by using morphological analysis in vocabulary mastery. It was supported by the difference between the mean score of post-test

experimental group (80.62) was higher than the control group (68.12)

The research data indicated that the use of morphological analysis significantly improved the students that the use of morphological analysis and conventional technique (without using morphological analysis) could improve the students' vocabulary mastery, however, the use of morphological analysis in vocabulary mastery process better effect than the use of conventional technique. As Mula (2000:1) concludes that the using the a kind of teaching media, such as scribble, can interest the learners to learn vocabulary. They are challenged to kind the words through the game and easy to find the new words.

Based on the inferential statistic test at level of significant $\alpha = 0.05$, in pre-test of experimental group and control group, The researcher found the t-test value was higher than t-table ($1.037 > 2.042$) which means that there was no significant difference in pre-test between experimental group and control group. while on post test result for both groups. it showed that t-test value was higher than t-table ($3.356 > 2.042$). It means that H_1 , we accepted H_0 was rejected. It is concluded that there was a significant

difference between achievement of the students who apply morphological analysis and whom do not apply morphological analysis (conventional technique) in students vocabulary mastery. In vocabulary after applying morphological analysis in the second year of MTS PPUW Benteng.

Conclusions

Based on the findings and discussion, The researcher put forward conclusions in follows:

The application of scrabble board game enhanced the students' ability in

vocabulary mastery in the second year of MTS PPUW Benteng. The achievement in vocabulary mastery of the students who applied morphological analysis and those who did not apply morphological analysis had significant difference. It was proved by the mean score in post_test of experimental group was higher than the mean score of control group ($79,37 > 66,87$) and the t-test value on post-test was higher than t-table ($3,362 > 2,042$). Morphological analysis enables the students to improve their vocabulary because learning vocabulary through analyzing it into morphemes can enlarge students' vocabulary knowledge

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