CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problems, purpose of the study, scope limitation, and the definition of key terms.

1.1 Background of the study

As a mean of communication, English language has an important role in our life; for academic purpose, business goals, and other purposes. English language has already become global language used in many countries as a mother language, as second language, or as foreign language.

In Education field, English is one of international language that becomes part of curriculum almost in every country. English has been the first foreign language taught in Indonesia years ago after its independence. It was included in curriculum since 1950’s as a subject for high schools until 1990’s. Furthermore, starting on 1993 English teaching was not only conducted in high schools, but also in Elementary schools. It was proved by the decree of minister of Education and Culture No. 060/U/1993 on February, 25 1993 that English can be introduced as a local content subject in grade 4 of Elementary schools. Recently, it has been taught as a subject for Primary Education starting from grade one.

In process of teaching English, the government expected that the student will have good mastery in order to compete with others. That is why teaching English as a foreign language is expected to enable the students to listen, read,
speak, and write. In other word, in learning language, students develop skills in listening, speaking, reading, and writing. Every skill has its own goal to be reached as the requirements of English ability. In details, in order to full fill their four skills requirement, the students should be capable in using the language components. The language components involve vocabulary, grammar, and pronunciation. All language components are important and related each other. Wilkin in Thornbury (2002) states “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that the acquisition of vocabulary is just as important as the acquisition of grammar and those two are obviously interdependent. Vocabulary and grammar are inseparable and it must be taken as important portion in teaching and learning process.

Learning English is not only learning about English but also how to use it. It is different from what happened in Indonesia. Kasihani stated in her speech on 2002 that generally teaching English in Indonesia more emphasizing at “learning about English” not “learning how to use English”. Though, learning how to use English is very useful. Wilde (2006) found that a set of 20 prefixes and 14 roots, and knowing how to use them will unlock the meaning of over 100,000 words. Means that by knowing how to use language will bring many advantages in their studies. In detail, by knowing prefixes the student will able to know the meaning of the words and recognize whether it is adjective or verb. It is proved the importance to know how to use English especially prefixes and generally in affixes.
From point of view above, we can find that Indonesian English learners were learning English for 6 up to 12 years at least. Based on the time that students spend in learning, we will assume that students has mastery English well. Unfortunately it is inversely proportional with the reality. Based on research conducted by Pujilestari (2008) on eleventh grade students of SMAN 5 Malang, it was found that generally English vocabulary mastery in eleventh grade students are considered at 2000 word level. In the next year, similar research conducted by Kurniasari (2009) on second semester students of University Muhammadiyah Malang. She found that the second semester students of University has high-frequency in the 2000 word level with 80% students gained very good to excellent and low-frequency in 3000 word level, 5000 word level, and university level. Another verification concerning with the students ability is found in fourth semester of English department students. A research conducted by Fatkhur (2004) on student ability in recognizing part of speech found that students found difficulties in determining what class of the words and how the word is used in a sentence.

Thus from point of view above attract the writer to conduct a research concerning with words. The researcher intends to do a research on grammatical mistakes of changing words into negative qualities by using prefixes.

1.2 Statement of the problem

Based on the background of the study above, the researcher wants to describe the problems as follows:
1. What are grammatical mistakes made by the third semester students on changing words into negative qualities by using prefixes?

2. In what prefixes are students often made mistakes on changing words into negative qualities?

3. In what prefixes are students rarely made mistakes on changing words into negative qualities?

1.3 Purpose of the study

Related to the statement of the problems stated previously, the purposes of this study are:

1. To know what are grammatical mistakes made by the third semester on changing words into negative qualities by using prefixes.

2. To find out what are the most mistakes made by the students in changing words into negative qualities by using prefixes.

3. To find out what are the least mistakes made by the students in changing words into negative qualities by using prefixes.

1.4 Significance of the study

There are some significances by the writer on this study:

a. For students:

This research expected to be an additional knowledge for English learners about derivational word especially in negative qualities. This research provides important information in using negative prefix.
Hopefully from this research student can be able to know and use prefixes well and can avoid the mistake that have done before.

b. For lecturers:

This research expected to give information to the lecture about the common mistake made by students in English language learning especially in affixes. Its conclusion hopefully can present fruitful result those potential help lecturers in generating suitable material in his or her lecture. Furthermore the information can be as consideration in teaching English vocabulary.

c. For the next researcher:

Foreign language is a broad area to do research especially in vocabulary. Many new words occur every day, every week, every month, and every year. From this reason it is suggested that the next researcher will be willing to conduct research related to affixes. Since English is learned in our country there are such interest things to research such as prefixes or further.

1.5 Scope and limitation

The scope of this study is focus on grammatical mistake made by third semester on changing words into negative qualities by using prefixes. It is limited at the student mistakes on changing words into negative qualities who has taken vocabulary subject.
1.6 definition of key terms

Related to this research, there are some key terms that need to be specified in order to avoid misunderstanding of the contents of the study; they are as follows:

1. **Vocabulary**: a list or collection of words employed by a language, individual, group, or work or in a field of knowledge.

2. **Mistake**: A performance error to utilize a known system.

3. **Prefix**: a letter or group of letters attached to the beginning of a word that form a new word.

4. **Grammatical Mistake**: a performance error that caused by lack of understanding a known rules for constructing words and sentence in a particular language.

5. **Negative Qualities**: of the opposite nature (degree) to a thing regarded as positive.