

TEACHING DERIVATIONAL PROCESS TO COMPOSE PROPER SENTENCE

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ABSTRACT

The title of this research is Teaching Derivational Process to Compose Proper Sentence. The objective of this study was to prove whether or not that Teaching Derivational Process influences students' ability in using the proper words in constructing proper sentence. The group pre-test post-test design and quantitative method were used in this research. There were 26 students in this research to be entire population and they are from SMK Mohammad Toha Cimahi. This research used pre-test and post-test as the instruments. The data were collected by giving the instruments to the students, both pre-test (before giving the students treatment) and post-test (after giving the students treatment) and to analyze the data, the writer used t-test formula. The result of this study showed that the mean score of pre-test was 50,38, the mean score of post-test was 82,30, the t_{obs} was 10,96, the t_{table} with degrees of freedom (df) was 25 and level significance at 5 % (0,05) was 1,71. From the data analysis, the writer concluded that the students' understanding about derivational process influenced their ability in using the proper word in constructing proper sentence and it also meant that the t_{observe} was higher than t_{table} ($10,96 > 1,71$), so the alternative hypothesis was accepted.

Keywords: Derivational Process, Proper Sentence.

A. INTRODUCTION

According to Hornby (1994), Language has couple meanings: (1) system of sounds, words, patterns, etc used by human to communicate thought and feelings. (2) form of language used by a particular group, nation, etc. (3) manner of expressing oneself. (4) words, phrase, etc which are used by particular group of people. (5) systems of sign, symbol, gesture, etc used for conveying information. Basically, language is a tool of communication therefore the speakers are demanded to enrich their vocabularies, and so in English. Most English speakers are misunderstanding about the way to improve their vocabularies by memorizing new words but at the same time they forgot the old ones. Actually they can enlarge their vocabularies by understanding the roles of derivation. According to Huddleston (2005) derivation is the extension of base from one category to another. In line with this, Plag (2002:20) states that derivation is a process to create a new word formation by changing the part of speech or syntactic category.

We can set up four large syntactic categories (or words class) on the basis of their positions in English sentence patterns: nouns, verbs, adjectives and adverbs. A very high percentage of English words – possibly as high as 90 per cent – fall into one or more of these classes.

It is necessary to understand part of speech in constructing proper sentence in order to be able to place the proper word. One of the ways to recognize part of speech is by affixation. In this research is emphasizing on derivational process by suffixes not prefixes for derivational suffixes are able to change a part of speech to be others. The most of time, but not always, derivational suffixes mark a difference in word classes. For example: create (verb), creation (noun), creative (adjective), creatively (adverb). Learning to derive words correctly comes only with practice. It is impossible, for practical purposes, to make roles concerning which verb take –ment, which take –ion, which take –ence, which take –al, etc, to form noun. We simply have to learn these matters through practice.

Based on the introduction above, the purpose of this research was to prove the differences between students’ ability in using proper words of derivational process before having the pre-test (treatment) and after having it.

B. LITERATURE REVIEW

1. Derivation

Derivation is the morphological process that results in the formation of new lexemes (Lyon, 1997:522). It involves or may involve many variables in an open class (Strong, 1968:101). Based on Croft (1960:125) “Derivation is describing a real process of words formation in the English language.”

In linguistic, Derivation is used to form new words, mostly by combining with affixes. They modify the meaning base. In many cases, derivational affixes change both the syntactic categories and the meaning, the modification of the meaning is sometimes predictable.

Affixation of derivations are bound morphemes. In that case, derivation differs from compounding. Derivation may occur without changing the syntactic category. For example: *help* (noun) and *to help* (verb). From the definition, it can be concluded that derivative is a word created by adding affixations both prefixes and suffixes to the base. There are some patterns in derivational process. They are to form verb, noun, adjective and adverb.

a. To form verb

There some suffixes which are added to the base to form the verb. Suffixes “ate, ize, fy, and ize are added to noun, while “ en, ize and fy are added to adjective to form the verb. For example:

Table 1. To form verb

Base	Suffixes	Derivative
Facility (Noun)	Ate	Facilitate (Verb)
Bright (Adjective)	En	Brighten (Verb)

The example above showed that suffixes “ate and en” could be attached to the base words (noun and adjective) to form a new meaning and to change the part of speech.

b.To form the noun

Some suffixes such “age, ance, ment, ing, ion, tion, can be attached to noun, suffixes “ce, cy, ity, ness, ure, and al to adjective and “hood, ship, ism, er, or, ar, cy, ee, er, ian, ist and ster are added to noun to form a new noun. Here are the examples.

Table 2. To form noun

Base	Suffixes	Derivative
Carry (Verb)	age	Carriage (Noun)
Bright (Adjective)	ness	Brightness (Noun)
Brother (Noun)	hood	Brotherhood (Noun)

The example above showed that suffix “age” is attached to carry (verb), “ness” to bright (adjective) and “hood” to brother (noun). They create new meaning and part of speech.

c. To form adjective

In forming adjective, there are some suffixes are attached to the base of word (noun and adjective). Suffixes “y, ful, Al, ar, less, ary, ic, ish, en, ed, like, ous are attached to noun while “able, ous, ant, ent, ive, ing and ed to verb” to form adjective. For example:

Table 3. To form adjective

Base	Suffixes	Derivative
Blood (Noun)	y	Bloody (Adjective)
Agree (Verb)	able	Agreeable (Adjective)

The example above showed that suffixes “y and able” are attached to blood (noun) and agree (verb) become adjective.

c. To form adverb

Adverb can be formed from adjective formation by adding suffixes “ly, and ably” which are attached to the base of the words. Here are the example:

Table 4. To form adverb

Base	Suffixes	Derivative
General (Adjective)	ly	Generally (Adverb)
Sensible (Adjective)	ably	Sensibly (Adverb)

The example above showed that suffixes “ly and ably” are attached to the base (adjectives) to be adverbs.

2. Sentence

Based on traditional grammar, sentence can be divided into two aspects, which are meaning and function aspect. A sentence is an independent group of word which expressed a complement thought. Every sentence must contain a *subject* (express or implied) and a *predicate*. The subject is that of which something is said, asserted, and predicated. The predicate is that which is said, asserted, predicated pf the subject. The subject of the sentence must be noun or a noun equivalent; and the predicate must contain a finite verb (one that is capable of asserting, having limit of version and number, which the non finite or infinite, verb lack).

a. Part of Sentence

1) Subject

Subject is the second most important syntactic function after the predicate. Generally, subject is a noun, a noun phrase, or a noun clause; for example:

- a) The boy is having breakfast.
- b) Those who believe in God will get a better life in here after.
- c) Internet is a kind of sophisticated media.
- d) Learning English is an obligation for students.
- e) To understand each other is an important thing in making friendship.

Subject usually put on the left of predicate, but if the subject has a longer construction then the predicate, the subject can be put in the end of the sentence; for example:

- a) The child whom you gave money just now is Billy.
- b) Billy is the child whom you gave money just now.
- c) The car which I park in the garage is Ferrari.
- d) Ferrari is the car which I park in the garage.
- e) The plants which mostly grow on the sea shore are coconut trees.

2) Predicate

Predicate is a main construction which followed by subject complement on the left and if there are available, some constituent of object, complement and/or adverbial on the right. It is usual that a predicate of a sentence is a verbal phrase or adjective one. In the typed-sentence of S-P, the predicate put also be a noun phrase, numeral, or prepositional; for example:

- a) He is sleeping.
- b) That woman is very beautiful.
- c) My father is an English teacher.
- d) His bicycles are two.
- e) Please, you downstairs.

3) Object

Object is a sentence constituent which its attendance is a need for transitive verb in active sentence. It is usually put directly after the predicate. Generally, object constituent is a noun, noun phrase or clause; for example:

- a) She bought a bag.
- b) She bought a big bag.
- c) She bought a bag which is the same style as mine.
- d) She bought a bag which is the same style and the same color as mine.
- e) She bought a bag which is the same style, the same color and the same price as mine.

4) Complement

It is understandable that to differ between object and complement is rather difficult, for both constituent are identical. Object or complement often formed as a noun, and their place is mostly after the verb; for example:

- a) She looks beautiful in red.
- b) He becomes rich after winning the lottery.
- c) Most plants grow fertile in rainy season.
- d) You drive him crazy thinking about you.

- e) I saw him crossing the street.

5) Adverbial

Adverbial is a function having many varieties and could be put in the beginning, the end or even in the middle of a sentence. Generally, the attendance of adverbial in a sentence is arbiter. Adverbial constituent usually formed as a noun phrase, prepositional phrase or adjective phrase. Adverbial meaning is depended on combination of elements which build it; for example:

- a) I was born in a village forty kilometers east from Bandung.
- b) Most students in my class go to school by public transportation.
- c) She will celebrate her birthday next two weeks.
- d) I always spend the night in my grand father's house at weekend.
- e) Sometimes I wonder why I had to do such a fool thing.

3. The Correlation between the Part of Speech and Function of Words

As we discussed previously that every word in a sentence has function and part of speech. Subject is always noun and pronoun, predicate is always verb, object is always noun and pronoun, complement is always out of verb, it can be noun, pronoun, adverb and adjective and adverb is both function and part of speech.

- a) The plane will depart very soon. Its departure will be announced.
Depart as predicate, the part of speech as verb.
Departure as subject, the part as speech as noun.
- b) Everyone needs education to become educated.
Education as object, the part of speech as noun.
Educated as complement, the part of speech as adjective.
- c) Be careful. You must carefully pick out all the bits of the broken glass.
Careful as complement, the part of speech as adjective.
Carefully as adverb, the part of speech as adverb.
- d) I believe in God. Such a belief will help me living in the here after.
Believe as predicate, the part of speech as verb.
Belief as subject, the part of speech as noun.
- e) I like science. I want to be a scientist.
Science as object, the part of speech as noun.
Scientist as object, the part of speech as noun.

4. Sentence Construction

Based on the number of clause, sentence can be classified into simple sentence, compound sentence, complex sentence and compound complex sentence.

a. Simple sentence

The simple sentence contains one subject and one predicate, either or both of which may be compound. It has only the noun-subject and the verb-predicate. The predicate verb may be any finite verb form found in the inflection of a full verb.

Wardhaugh (1972:251) stated that simple sentence is a sentence containing a single clause. A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought.

- 1) Government made a new regulation on electric tariff.
- 2) Many students have been good at reading English.
- 3) My sister applied for a job as a secretary.
- 4) Children need attention from their parents.
- 5) My brother is an active English speaker.

b. Compound Sentence

A compound sentence is a composed of two or more independent clauses, either or both of which may contain one or more adjective, adverb or noun clause.

Wardhaugh (1972:238) stated that compound sentence is a sentence containing two or more independent clauses and no dependent clauses. A compound sentence contains two independent clauses joined by coordinator. The coordinators are as follows: for, and, or, but, nor, yet, so. (Helpful hint: the first letter of each of the coordinator spells fanboys). The following examples are compound sentence. Each sentence contains two independent clauses, and a coordinator joins them.

- 1) Government made a new regulation on electric tariff and it caused demonstration in the country.
- 2) Many students have been good at reading English but they are still poor at speaking it.
- 3) My sister applied for a job as a secretary but she didn't succeed.
- 4) Children need attention from their parents or they will search for it out there.
- 5) My brother is an active English speaker and he plans to continue his study abroad.

c. Complex Sentence

Any sentence that contains one principal clause and one or more subordinate (or dependent) clauses are called a complex-sentence. Wardhaugh (1972:238) stated that complex sentence is a sentence containing one independent clause and one or more dependent clause or embedded verbal. A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as because, since, after, although, or relative pronoun such as that, who, or which.

- 1) Government made a new regulation on electric tariff so that most people disagree of the regulation.
- 2) Many students are still poor at speaking English so they must practice more of their speaking ability.
- 3) My sister did not succeed applying a job as a secretary although she graduated from secretary academy.
- 4) Children will search for attention out there because they cannot have it at home.
- 5) My brother plans to continue his study abroad after he possesses his diploma degree.

d. Compound Complex Sentence

A compound complex sentence is a composed of two or more independent clauses and one or more dependent clauses. A compound complex sentence contains coordinator and subordinator to join the clauses.

- 1) Government made a new regulation on electric tariff and it caused demonstration in the country because most people disagree of the regulation.

- 2) Many students have been good at reading English but they are still poor at speaking it so they must practice more of their speaking ability.
- 3) My sister applied for a job as a secretary but she did not succeed although she graduated from secretary academy.
- 4) Children need attention from their parents or they will search for it out there because they cannot have it at home.
- 5) My brother is an active English speaker and he plans to continue his study abroad after he possesses his diploma degree.

C. RESEARCH METHODOLOGY

The quantitative research is applied in this research, where the study is designed to test hypotheses through the use of objective instruments and statistical analysis. The research was conducted in Al Ilyas Vocational High School, to be more specific in one class of eleventh-grade students of TKJ 1. This class consists of 29 students, 15 boys, and 14 girls. In considering the objectives and the problem in this study, the pre-test pot-test design was applied by the writer. One group pre-test pot-test design differs from the other design that the questionnaire is given two times, the first one as a pre-test (O1) before students get the treatment about the way to put a proper word in the sentence and the second one as pos-test (O2) after students get treatment.

In using one group pre-test pos-test design, the writer classified some students from different level of ability. The total number of the students were twenty six students. As the first test to analyze the students' ability, the writer used pre-test to comprehend derivatives before giving the treatment while the post-test was given to analyze the students' ability after having the treatment.

The population was the first grade students of SMK Mohamad Toha Cimahi which was also taken as a sample (entire population). The students consisted of 26 students. The instruments used to collect the data were writing essay test (pre-test and post-test) as instruments of this research. In this research, both of pre-test and post-test were given to the students who had the same problems. There are 10 questions of essay, each question gives 10 points if the students answer correctly. Then, teh data collected was analyzed by using t-test formula with significant level at 5%. Here is the the t-test formula:

1. t-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

2. In finding out the mean score from the test, the writer used the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

\bar{x} = Mean

$\sum x$ = The students' score

n = The amount of the students

3. The standard deviation is a short of average distance in measuring the sample mean (Burn, 1994:39).

$$s = \sqrt{\frac{\sum x^2 - (\frac{\sum x}{n})^2}{n - 1}}$$

4. To compare between the obtained t (t_{obs}) with the table entry for relevant df and level of Significance, the degree of freedom is required.

The formula of degree of freedom is as follow: $df = n - 1$

D. FINDINGS AND DISCUSSION

This section elaborates the result of the research based on the data obtained from pre-test and post test. The followings are the result of pre-test and post-test as follows.

Table 1. Students' Score of Pre-test and Post Test

Students	Score	
	Pre-Test	Post-Test
1	60	100
2	70	100
3	40	60
4	50	90
5	40	80
6	70	100
7	50	70
8	50	80
9	50	80
10	50	70
11	50	70
12	50	90
13	40	80
14	60	100
15	60	80
16	50	90
17	50	70
18	70	90
19	30	90
20	30	80
21	40	70
22	50	70
23	70	90
24	60	80
25	20	60
26	50	100
TOTAL	1310	2140

1. Pre-test Score

Table 2. Students' Score of Pre-test and

Students	X	X ²
1	60	3600
2	70	4900
3	40	1600
4	50	2500
5	40	1600
6	70	4900
7	50	2500
8	50	2500
9	50	2500
10	50	2500
11	50	2500
12	50	2500
13	40	1600
14	60	3600
15	60	3600
16	50	2500
17	50	2500
18	70	4900
19	30	900
20	30	900
21	40	1600
22	50	2500
23	70	4900
24	60	3600
25	20	400
26	50	2500
Total	$\sum x = 1310$	$\sum x^2 = 70100$

a. Mean

$$\bar{x} = \frac{\sum x}{n} \quad \bar{x} = \frac{1310}{26} \quad \bar{x} = 50,38$$

b. Standard deviation

$$s = \sqrt{\frac{\sum x^2 - (\frac{\sum x}{n})^2}{n-1}} \quad s = \sqrt{\frac{70100 - (\frac{1310}{26})^2}{26-1}} \quad s = \sqrt{\frac{70100 - 2538,37}{25}}$$

$$s = \sqrt{\frac{67561,63}{25}} \quad s = \sqrt{2702,46} \quad s = 5,19$$

b. Post-test Score

Table 3. Students' Score of Post-test

Students	X	X ²
1	100	10000
2	100	10000
3	60	3600
4	90	8100
5	80	6400
6	100	10000
7	70	4900
8	80	6400
9	80	6400
10	70	4900
11	70	4900
12	90	8100
13	80	6400
14	100	10000
15	80	6400
16	90	8100
17	70	4900
18	90	8100
19	90	8100
20	80	6400
21	70	4900
22	70	4900
23	90	8100
24	80	6400
25	60	3600
26	100	10000
Total	∑x = 2140	∑x ² = 171000

a. Mean

$$\bar{x} = \frac{\sum x}{n} \qquad \bar{x} = \frac{2140}{26} \qquad \bar{x} = 82,30$$

b. Standard deviation

$$s = \sqrt{\frac{\sum x^2 - (\frac{\sum x}{n})^2}{n-1}} \qquad s = \sqrt{\frac{171000 - (\frac{2140}{26})^2}{26-1}} \qquad s = \sqrt{\frac{171000 - 6773,92}{25}}$$

$$s = \sqrt{\frac{164226,08}{25}} \qquad s = \sqrt{6569,04} \qquad s = 8,10$$

The degree of freedom is:

$$df = n-1$$

n = the amount of the students

$$df = 26-1$$

$$df = 25$$

The critical value of t-table at the 0,05 of significance level for this degree of freedom 5 % from 25 was 1,71.

The final calculation is t-test.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s_x - s_x} \qquad t = \frac{50,38 - 82,30}{5,19 - 8,10}$$

$$t = \frac{-31,92}{-2,91} \qquad t = 10,96$$

2. Discussion

The analyzed data showed that:

$$M_1 = 50,38$$

$$M_2 = 82,30$$

$$T_{obs} = 10,96$$

$$\text{The } t\text{-critical value degree of freedom } (df) = 26-1 = 25$$

$$\text{And the significance level} = 5\% = 1,71$$

From the analyzed data above mentioned, the writer could conclude that the alternative hypothesis could be accepted because the t_{obs} was higher than t-table ($10.96 > 1,71$). It also meant that understanding the part of speech and the function of each word influenced the students' ability in using proper words in sentence construction. In this case, the proper words by using derivatives.

E. CONCLUSION

From the data analysis above mentioned, it can be concluded that the alternative of hypothesis was accepted because the *t-observe* was higher (10.96) than *t-table* (1,71). It also means that teaching derivation process is influencing students to enrich their vocabularies and to use the proper words in constructing proper sentence. The technique of teaching derivational process is also necessary for the students in supporting their comprehension to use a proper word. Therefore, it can be inferred that the students who memorize the suffixes will recognize the part of speech. Then, the students who understand the function of each word and the part of speech can place a proper word in constructing proper sentence. Finally, the students who understand the function and the part of speech can see the correlation between the previous words and the following one.

From this research, some suggestions are proposed both for the teachers and the students such follow: 1) The teachers has to improve his technique, ability in teaching derivatives and giving more exercises to the students to make them familiar with derivational processes 2) To enrich vocabularies, the students need to recognize the pattern of derivatives, part of speech and

function of words in order to be able to use the words properly and correctly in constructing proper sentence.

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