

CHAPTER I

INTRODUCTION

This research investigates about suffixes in Steve Jobs' speech. In order to provide detailed information, this chapter consists of eight parts: (1) Background of the Study (2) Statement of the Research (3) The Objectives of the Research (4) The Scope and Limitations (5) The Significances of the Research (6) Assumption and (7) Definition of Key Term.

A. Background of the Study

Language is very important means or tool used by people to communicate to others both in written and spoken form. By using language, people will be easy to share information or messages, express their ideas/thoughts, opinions, and also feelings. Nowadays, English is being one of the languages which are the most widely spoken in the world. It is supported by Guo and Beckett in Leacock said that over a billion people in this world speak as their second or foreign language and that is English. It means that English becomes the core language which has high importance in the international relationship.

Considering that English has an essential position, the Indonesian Government realized that English must be learnt by Indonesian people especially English will be a compulsory subject for the students without ignoring the status of the Indonesian Language as their own national language.

However, in learning English is not as easy as we think. Since English becomes the first foreign language in Indonesia, it needs more efforts for the

students to learn well the elements of the language such as grammar, vocabulary, pronunciation, and spelling. Among these elements, vocabulary plays a very compulsory role in developing the four skills in English consisting of listening, reading, writing and speaking. Moreover, by having vocabulary the students can acquire knowledge and information. It is supported by Wilkins in Budiharso (2004; as cited in Sri Utami, 2015: 1) stated that the important aspect which not only for learning the language itself but also for the language for communication is vocabulary. Furthermore, according to Dr's idea (1996) in Rachmadie (1999: 2) said that the aspects of vocabulary itself deals with form, grammar, meaning, and word formation. Thus, vocabulary mastery is crucial thing in learning language because knowing thousands of words will make students easily to speak and understand the language meaning when they are taking a part in a conversations or even daily communications.

According to Waring and Nation (1997, as cited in Nirattisai. S & Chiramanee. T, 2014: 2) claim that mastery of vocabulary is considered as a very crucial component of languages. It means that mastery of vocabulary has considerable role in achieving four language skills; listening, reading, writing and speaking. Cameron (2001: 72; as cited in Halimah. D. N, 2017: 15) states that constructing up the use of vocabulary is essential to the learning a foreign language at primary level. Additionally, Hudson (2007; as cited in Kim. C, 2013: 44) claims that language is created of words and learners' vocabulary is the compulsory aspect in language and its acquisition. One of ways to effectively enrich vocabulary for students is learning about affixation, including inflectional

suffixes and derivational suffixes. Knowledge of vocabulary is the most essential point in every grade level, subject area and assessment.

In line with this issue, an appropriate strategy to enrich the vocabulary mastery will be needed and that is learning about suffixes because using suffixes knowledge for vocabulary enrichment is one of the most popular strategies supported by many researchers (Bauer & Nation, 1993). It is supported by Osborn & Adler (2001; cited in Hasani, M. T, et al, 2014: 3) that word formation strategy is a mean to use word parts to figure out the meanings of words in the text. Word strategy is a way of breaking up a word into understandable parts including root words, suffixes and prefixes. This strategy can be useful to students' vocabulary mastery. It is also mentioned that knowing some common affixes (prefixes and suffixes) and root words can increase students' power to learn the meanings of many new words.

Moreover, according to Waring and Nation, 1997, Hu and Nation (2000; as cited in Niratusai, S. & Chinnanee, T, 2014: 2) states when students lack knowledge of their vocabulary, it will obstruct students' language enlargement as a higher language level requires a higher amount of words. Also Krashen & Tannel in Benettayeb (2010:20) said that acquisition will not take place without comprehension of vocabulary. Having a limited vocabulary is a barrier that prevents students from learning a foreign language. Vocabulary is the stock of words used language. Furthermore, by having many stocks of word, students could also more comprehend about the conversation, give a quicker response in a chat or maybe speak fluently in some kinds of topic. Without sufficient

vocabulary, one cannot communicate effectively or express his ideas in both oral and written form perfectly. It has much influence for their self confidence. They will be having more chances to take a part in the conversation, giving responses and opinion. The core is after mastering of the vocabulary, they are expected to be able to communicate fluently (Cameron, 2001).

Thus, knowledge of derivational affixes (include derivational suffixes) holds the essential role in enriching vocabulary mastery. As stated by Mochizuki and Aizawa (1998: 291; as cited in Nagata, Y. S. 2007: 2) that affix knowledge is considered to be an essential aspect in vocabulary knowledge. It helps the learners read material containing unfamiliar words and enlarge their vocabulary, especially their knowledge of derivatives. Moreover, it is supported by Crowley (2000: 6; as cited in Andini, S. N & Pratiwi, L. 2013: 2) said that affixes have two types. Those are inflectional and derivational. Structural analysis is one of the main areas in studying vocabulary. Structural analysis itself means breaking a word into its element; root, prefix and affix. Furthermore, derivation is the way how to form new lexemes, either by adding derivational prefixes or suffixes. Learning the derivation will serve as a useful instrument vocabulary achievement. It will be more helpful one to add clarity to his understanding of English because almost 60 percent of all English words are formed from derivation that is the root and affixes (Simanjuntak, 1998: 64). Based on the explanation above, it can be inferred from here that affix knowledge allows the language learners enrich their vocabulary mastery.



There are many ways to be well understanding and analyzing derivational suffixes. One of them is by reading. It can be by the reading book, short story, newspaper, fable or speech. The researcher selects Commencement speech on June 12, 2005 by Steve Jobs that published on Stanford news on June 14, 2005 titled "You've Got to Find What You Love" because we can enhance our knowledge of derivational suffixes and there are many derivational suffixes found in his speech. When we are able to identify or analysis derivational suffixes we will be able to develop or enrich our vocabulary significantly because only from one root, it can gain many words with different part of speech. For example: duplicate – duplication – reduplication, happy – happily – happiness, etc.

Another reason is his speech on Commencement address in Stanford University is very inspiring, motivating and talking about himself, his valuable experience. Steve Jobs was an American businessman and he was also an inducing person in the world particularly in the enlargement of information and communication technology. He was best notorious as the co-founder, chairman, and chief executive officer (CEO) of Apple Inc.; CEO and largest shareholder of Pixar Animation Studios; a member of The Walt Disney Company's board of directors following its acquisition of Pixar; and founder, chairman, and CEO of NeXT Inc. Jobs is widely acknowledged as a pioneer of the microcomputer revolution of the 1970s, along with Apple co-founder Steve Wozniak. Shortly after his death, Jobs' official biographer, Walter Isaacson, described him as the "creative entrepreneur whose passion for perfection and ferocious drive

revolutionized six industries: personal computers, animated movies, music, phones, tablet computing, and digital publishing.

Based on the importance to learn derivational suffixes and word formation in order to enrich the vocabulary, the researcher would like to conduct this research entitled “An Analysis of Derivational Suffixes Found in Steve Jobs’ Speech Entitled ‘You’ve Got to Find What You Love’ on June 14, 2005”.

B. Statement of the Research

Based on the background of the study above, the researcher formulates statement of the problems is:

1. What types of derivational suffixes are found in Steve Jobs’ speech entitled “You’ve Got to Find What You Love”?
2. How is the process of word formation in derivational suffixes found in Steve Jobs’ speech entitled “You’ve Got to Find What You Love”?

C. The Objectives of the Research

Based on the statement of problems above, the objective of the research as following:

1. To describe types of derivational suffixes in Steve Jobs’ speech entitled “You’ve Got to Find What You Love”
2. To describe the process of word formation of derivational suffixes in Steve Jobs’ speech entitled “You’ve Got to Find What You Love”



D. The Scope and Limitation

To be well focused, the scope and limitation of the study need to be clarified. The scope of the research is to specify what aspect of the problem or relevant subject – matter is to be tackled. In other words, what the researcher states under scope is exactly how many aspects the researcher is going to do to realize the research objectives.

In this research, the researcher prefers to focus the scope on derivational suffixes, one of the processes of word formation in English language. Related to derivational suffixes, the researcher will analyze about kinds of derivational suffixes and the process of word formation which found in Steve Jobs' speech entitled "You've Got to Find What You Love" on June 14th, 2005. Those are noun suffixes, verbal suffixes, adjective suffixes, and adverb suffixes.

The researcher also states the limitation of the research to specify this research in order to be not wider. Thus, the limitation of this research is the researcher will not do analyze other things which have been related to the problem such as prefixes or inflectional suffixes.

E. The Significances of the Research

This research is expected to have benefits or contribution for the students, the teachers, the other researchers which are described as following:



1. For the Students

This research is expected to make the students aware of the essential about derivational suffixes knowledge in order to enhance their vocabulary mastery in supporting their English skill.

2. For the Teachers

This research is expected that the teachers are able to use an appropriate means and as an easy way to teach morphology especially about derivational suffixes.

3. For the other researchers

This research can be used as additional reference for those who want to conduct the same research related to derivational suffixes.

F. Assumption

The researcher assumes that there are types of derivational suffix in the Steve Jobs' speech entitled "You've Got to Find What You Love" and there will be word formations in Steve Jobs' speech entitled "You've Got to Find What You Love". Thus, the writer wants to prove it through this study.

G. Definition of Key Terms

To avoid misunderstanding of this research, the researcher needs to clarify key terms, as following:



1. Analysis

Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain well understanding.

2. Suffix

A suffix is a word part added to the end of a root word.

3. Derivational Suffixes

Derivational suffixes in this research refer to suffixes changing the class of a word. It can be noun suffixes, verb suffix, adverb suffix, and adjective suffix. It is supported by Plag (2003: 109) said that suffixes can be classified into some types. Basically, there are four types of derivational suffixes: nominal suffixes (noun suffixes), verb suffixes, adjectives suffixes, and adverb suffixes.





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