

II. FRAME OF THEORIES

This chapter discusses about the frame of theories used in this study, such as: concept of vocabulary, concept of teaching learning vocabulary, concept of derivational affixes, procedure of teaching vocabulary through derivational affixes, theoretical assumption, and hypothesis.

2.1 Concept of Vocabulary

Literally vocabulary is total number of words which rules for combining them to make up language. We cannot develop four language skills, namely listening, speaking, reading, and writing without having enough mastery of vocabulary. So, this becomes an English teacher's task to help students enrich their vocabulary mastery. The teacher of language should increase the students' vocabulary because vocabulary is an important component in language.

According to Napa (1991:6), vocabulary is one of the components of the language and there is no language without words. Words are signs or symbols for ideas. They are means by which people exchange their thoughts. The more words we have learnt, the more ideas we have, and the more actively we can communicate. This statement is supported by Wallace (1988:1) who states that vocabulary is the vital element of the language. If we have the vocabulary we need, it is usually

possible to communicate by using the word we had learnt. An adequate vocabulary may enable the message to be expressed clearly.

Webster (1988: 110) defines vocabulary as a list of words usually arranged alphabetically and defined, explained or translated into the range of language, the stock of words at a person's command, the word used in a particular, the branch of a subject, language.

Wilkins (1983: 11) adds that without grammar, little things can be conveyed without vocabulary nothing can be conveyed. It means that the students will not be able to communicate if they do not master vocabulary but if they do not understand grammar, they are still able to communicate although they have less vocabulary. Meanwhile, Harimurti as cited in Suprpto (1999: 6) states that vocabulary is component of language containing information about the meaning and the uses of word in language. Learning vocabulary has an important contribution in learning of language which must be considered by the teacher in order to be careful in selecting the vocabulary that will be taught. Teacher must decide which word should be taught since there are many kinds of word that belong to types of vocabulary.

Also Fries (1945: 38) states that vocabulary is the essential area of language learning. Students have to learn vocabulary well, so they can master the language. By mastering a great number of vocabularies, the students will learn foreign language easily. We can say that vocabulary is an element of language and has an important role in language learning and it would be that no vocabulary, nothing could be said.

This idea is similar to Burton's (1982: 98) who explained that a large number of vocabularies help you to express your idea precisely, vividly and without repetition of words. He also said that with large number of vocabularies, we could better perform in all aspects of English language works.

2.2 Concept of Teaching Learning Vocabulary

Mastering English vocabulary is very important in order that we can communicate with others. Vocabulary is also an important factor in all languages. In teaching vocabulary, there are some important points to be considered. They are spelling, meaning, pronunciation, use and a number of words.

Knowing the new words is very important for the students in enriching their vocabulary. For this reason, there are two ways that can help the students to get the meaning of the words. Firstly, they should consult or ask new words to the teacher. Secondly, they are allowed to bring and use dictionary, in this case, it is better if the students be encouraged to use dictionary during studying English (Allen and Rebecca, 1977: 155).

Based on the preceding statement, the students are asked to use dictionary of English, and the students are trained to guess the meaning first before opening the dictionary. In this case, the role of English teacher is very important in guiding the students to study some new words.

Rivers (1970: 326) explains that teaching learning of foreign language, especially new vocabulary, must be emphasized on the class of words; it is nouns, verbs,

adjectives, adverbs or all of these aspects. Therefore, the writer would like to say that learning vocabulary concerns in learning the real language which is learnt in useful utterances where the students employ immediately in communication and use in classroom. That is why; in teaching new words or vocabulary English teachers need an interesting way or technique.

As stated by Allen and Vallete (1983:116-117) teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available technique of teaching. It is hoped that a good technique will be more enjoyable, interesting and motivating so that the students will not be bored in process of learning. Beside the technique that should be considered, the teacher also should consider the material vocabulary that will be taught. The teacher must select the vocabulary based on the curriculum.

Referring to the importance of learning language the writer assumed that the teacher must be able to choose and use a technique for teaching language. This is important because it will affect the session of learning the language that is the ability of students to communicate in the target language.

Moreover, the students do not learn a word from one meeting. Research tells us that it takes between 5-16 meetings (or more) to learn an average word (Nation, 1990: 41). Students do not need to learn every word they meet. This is because not all words are equally useful. The words students need to master are the general service vocabulary i.e. those which are found in almost texts, including technical works. Students who are specializing in one area of study should started by learning their general service vocabulary first, and later go on to learn the

specialist vocabulary – usually after 1500 to 2000 general service words have been learned.

Here are some considerations that can be implied in language teaching and learning:

- *First*, teachers should carefully select words to teach, with special focus on the most frequent and useful words as they carry the most meaning senses. Special attention should also be given to words which are difficult to learn. Similarly, those which will be relatively easy to learn (i.e. those which there are close relatives in the first language) should be introduced early to build a start-up vocabulary base. Thus an early emphasis on vocabulary growth within language teaching will help kick start their meaning.
- *Secondly*, as we can all but guarantee that most words we teach will be lost to the forgetting curve; it is therefore essential that the new words are repeated soon after the initial learning and repeated at the spaced intervals many times and in many contexts thereafter to cement them memory. As our textbooks do not seem to consciously recycle important vocabulary the required 5-16 times, teacher have to find ways to ensure there are enough meetings. One easy way to achieve both these goals, and one that takes little classroom time, is to require students to read graded readers out of class or ask them to listen to long simplified recordings. Another advantage of graded readers is that as students will be exposed to massive amounts of vocabulary, they can discover new collocations, as well as improving their reading fluency in an enjoyable way.

- *Thirdly*, students should not be faced with material that is too difficult because they will not be able to guess successfully and easily add new knowledge to what they already know. Material that is a little easy is beneficial for language learning because the students can improve their reading speed and fluency. This is because they already know all the words and will be able to build their word recognition speed.
- *Fourthly*, by teaching students how to learn vocabulary effectively, and use their dictionaries well, will save them a lot of time and will ultimately make them independent of teachers, dictionaries and textbooks.
- *Lastly*, vocabulary exercises should focus on deepening and internalizing knowledge of words, but not only focus at the surface form-meaning level and should deal with collocations and multiple-word units, not only single words.

Teaching vocabulary is what the most teachers take for granted since it is said that essential area of language is the lexicon or vocabulary of the language. Vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Furthermore Lewis (1973) argues that vocabulary should be at the centre of language teaching.

Kustarjo (1988: 24) gives five possible ways of learning vocabulary, namely:

1. Teaching vocabulary through creativity.

The teacher lets the students decides many choices by themselves what they want. The teacher can choose any techniques which enable students to be creative in producing vocabulary, e.g.: game, picture, drama, etc.

2. Teaching vocabulary through context clues.

The teacher can use a context clue in a word recognition by figuring out of meaning of a word based on the clues in the surrounding context. The teacher can give students synonyms, antonyms, or definition of words.

3. Teaching vocabulary through guessing.

The teacher can encourage the students to guess and to consult the words learned. To guess correctly, a student should have a good rational. The teacher can give example by pronouncing a sentence, and then the students guess the word the teacher means.

4. Teaching vocabulary through derivation.

The teacher involves the four classes of word in the position of accuracy in English sentences patterns; the teacher can give nouns, verbs, adjectives and adverb. Then the teacher asks the students to inform the words, for example: employ (verb), employer (noun), employable (adjective), etc.

5. Teaching vocabulary through definition.

The teacher guides the students to define the meaning of words into the correct sentence for example: a voter is someone who votes.

Based on the theory that has been given by Kustarjo the writer chooses a teaching vocabulary through derivation, as a way to help the students to increase their vocabulary achievement. By using derivational affixes the students were involved in teaching learning process. Moreover, the students can identify, organize and understand the vocabulary itself. It is easy for the students to concentrate on individual word and understanding the meaning, use and function. Students are able to connect new word to what they already know before. It is able to help the

students to expand or develop the vocabulary. Teaching learning process will be more effective when the students have more chance to practice and produce new words they have learnt.

2.3 Concept of Derivational Affixes

Derivational affixes are the formation of a new word or inflectable stem from another word or stem. It typically occurs by the addition of an affix. The derived word is often of a different word class from the original, e.g: write (verb) → writer (noun).

Neufel and Webb (1984) in Simanjuntak (1988:64) say that root is the basic element of any word that gives its meaning. In other words, the root is a stem consisting of one morpheme only. Morpheme, as the smallest meaningful unit of language, can be divided into two types. They are free and bound morphemes. Boey (1975: 38) says that a free morpheme is a word which can stand alone, for example: *book, pencil, tiger, give*. Another morpheme is called bound morphemes are also classified as affixes; for example: *un, re, miss, ity, etc*.

Affix is a bound morpheme that is joined before, after, or within a root or stem. There are two kinds of affixes in English, those that go before the roots and those after the roots. In the linguistic process speakers use to form new words (neologisms) by adding morphemes (affixes) at the beginning (prefixation) and the end (suffixation) of words.

Boey (1975: 39) says that “affixes are divided into prefixes, infixes and suffixes, according to the way combine with the base of stem”. It can be said that English affixes can be divided into two types i.e. prefixes and suffixes, whereas infix are not used in English because English has no infixes. Both prefixes and suffixes cannot occur in isolation, because they do not have meaning by themselves. They must be combined with the base to form new word. Prefixes occur before the base and suffixes occur after the base.

The use of prefix and suffix is one of the most common ways in which new words are created, so common in fact that a speaker will be unsure if a word exists or they have just created it. The key for the learners to develop their vocabulary knows how prefix and suffixes change the meaning and form.

**Prefix*

A prefix is an affix which is placed before the stem of a word. In other words, a prefix is a word part added before the word to change or to modify the meaning.

These are some of the common prefixes that change parts of speech and also change the meaning of the base-word:

- a. To change **noun form into verb**: *be-*, *en-*.

be- combine with fog (noun) becomes befog (verb).

Meaning: fog (kabut), befog (mengabuti)

Example: *Some regulations befog me*

- b. To change **adjective form into verb**: *be-*.

be- combined with calm (adjective) becomes becalm (verb).

Meaning: calm (tenang), becalm (menenangkan).

Example: *The songs of Maher Zain always becalm my mind.*

These are some of the common prefixes that do not change the parts of speech but can change the meaning:

a. Prefix added to verb:

re- combined with install (verb) becomes reinstall (verb).

Meaning: install (memasang), reinstall (memasang ulang).

Example: *I have to reinstall my computer.*

dis- combined with appear (verb) becomes disappear (verb).

Meaning: appear (muncul), disappear (menghilang)

Example: *My pens disappear as soon as I buy them.*

b. Prefix added to noun:

dis- combined with advantage (noun) becomes disadvantage (noun).

Meaning: advantage (keuntungan), disadvantage (kerugian).

Example: *One major disadvantage of that area is lack of transportation.*

in- combined with ability (noun) becomes inability (noun).

Meaning: ability (kemampuan), inability (ketidakmampuan).

Example: *Some families go without medical treatment because of their inability to pay.*

mis- combined with understand (noun) becomes misunderstand (noun).

Meaning: understand (memahami), misunderstand (salah paham)

Example: *They broke up because of misunderstand.*

c. Prefix added to adjective:

un- combined with happy (adjective) becomes unhappy (adjective).

Meaning: happy (bahagia), unhappy (tidak bahagia).

Example: *This movie has unhappy ending.*

im- combined with possible (adjective) becomes impossible (adjective).

Meaning: possible (mungkin), impossible (tidak mungkin).

Example: *It is impossible to climb Fujiyama Mountain now.*

ir- combined with regular (adjective) becomes irregular (adjective).

Meaning: regular (teratur), irregular (tidak teratur)

Example: *The students must memorize 100 irregular verbs.*

il- combined with legal (adjective) becomes illegal (adjective).

Meaning: legal (resmi), illegal (tidak resmi)

Example: *He was caught by police because he did illegal logging.*

dis- combined with honest (adjective) becomes dishonest (adjective).

Meaning: honest (jujur), dishonest (tidak jujur)

Example: *He is a dishonest person.*

**Suffixes*

A suffix (also sometimes called a *postfix* or *ending*) is an affix which is placed after the stem of a word. Common examples are case endings, which indicate the grammatical case of nouns or adjectives, and verb endings, which form the conjugation of verbs. Neufeld and Webb (1984: 7) say that as well as slightly changing the meaning of the root, the suffix plays a very important role in vocabulary teaching. It tells the function of the word, that is, the way the word is used in sentence. It is also defined that a suffix is a word part added at the end of a word and/or change the part of speech of the word (Hancock, 1987: 22). For example; one meaning of 'to breathe' is 'to inhale or exhale air' and is a verb.

Adding the suffix of 'er' to 'breathe' modifies the meaning to one that breathes, and the results in the word 'breather', which is noun.

These are some of the common suffixes that change parts of speech and also change the meaning the base-word:

a. To change **verb form into noun** can be done by adding suffixes, such as:

-tion combined with describe (verb) becomes description (noun).

Meaning: describe (menjelaskan), description (penjelasan).

Example: *I need clear description about her.*

-sion combined with admit (verb) becomes admission (noun).

Meaning: admit (mengakui), admission (pengakuan).

Example: *Admission is by invitation only.*

-er combined with write (verb) becomes writer (noun).

Meaning: write (menulis), writer (penulis).

Example: *I am a writer.*

-ment combined with argue (verb) becomes argument (noun).

Meaning: argue (membantah), argument (bantahan).

Example: *His argument is strong.*

-al combined with propose (verb) becomes proposal (noun).

Meaning: propose (mengusulkan), proposal (usulan).

Example: *It takes so long to finish my script proposal.*

-ence combined with prefer (verb) becomes preference (noun).

Meaning: prefer (memilih), preference (pilihan).

Example: *It is a matter of personal preference.*

-ance combined with endure (verb) becomes endurance (noun).

Meaning: endure (bertahan), endurance (daya tahan).

Example: *This event tests both physical and mental endurance.*

- b. To change **adjective form into noun** can be done by adding suffixes, such as:

-ity combined with able (adjective) becomes ability (noun).

Meaning: able (mampu), ability (kemampuan).

Example: *My son has musical ability.*

-ness combined with dark (adjective) becomes darkness (noun).

Meaning: dark (gelap), darkness (kegelapan).

Example: *It depends on the darkness of your skin.*

- c. To change **adjective form into verb** can be done by adding suffixes such as:

-ize combined with character (adjective) becomes characterize (verb).

Meaning: character (ciri), characterize (mencirikan).

Example: *The utterance of someone can characterize their personality.*

-fy combined with pure (adjective) becomes purify (verb).

Meaning: pure (murni), purify (memurnikan).

Example: *Hindus purify themselves by bathing in the river of Ganges.*

- d. To change **verb form into adjective** can be done by adding suffixes, such as:

-ive combined with attract (verb) becomes attractive (adjective).

Meaning: attract (menarik), attractive (menarik)

Example: *She is an attractive girl.*

-able combined with count (verb) becomes countable (adjective).

Meaning: count (menghitung), countable (dapat dihitung)

Example: *Book is an example of countable noun.*

-ent combined with differ (verb) becomes different (adjective).

Meaning: differ (membedakan), different (perbedaan).

Example: *My children have different interests.*

-ous combined with continue (verb) becomes continuous (adjective).

Meaning: continue (melanjutkan), continuous (berkelanjutan).

Example: *Libya suffered continuous attacks.*

-ful combined with beauty (verb) becomes beautiful (adjective).

Meaning: beauty (kecantikan), beautiful (cantik).

Example: *She is beautiful.*

- e. To change **noun form into adjective** can be adding suffixes, such as:

-al combined with politic (noun) becomes political (adjective).

Meaning: politic (politik), political (berkepentingan politik).

Example: *Indonesia has a lot political parties.*

-less combined with meaning (noun) becomes meaningless (adjective).

Meaning: meaning (berarti), meaningless (tidak berarti).

Example: *The words of him are meaningless.*

-ful combined with fancy (noun) becomes fanciful (adjective).

Meaning: fancy (indah), fanciful (mewah).

Example: *This home is so fanciful.*

-ous combined with danger (noun) becomes dangerous (adjective).

Meaning: danger (bahaya), dangerous (berbahaya).

Example: *This TV program is so dangerous for children.*

-ive combined with effect (noun) becomes effective (adjective).

Meaning: effect (akibat), effective (bersifat efektif).

Example: *Picture is an effective media for teaching.*

f. To change **noun form into verb** can be done by adding suffixes, such as:

-ize combined with symbol (noun) becomes symbolize (verb).

Meaning: symbol (lambang), symbolize (melambangkan).

Example: *Cotton and paddy symbolize prosperity.*

-ate combined with active (noun) becomes activate (verb).

Meaning: active (aktif), activate (mengaktifkan).

Example: *I always activate the CCTV every day.*

-en combined with strength (noun) becomes strengthen (verb).

Meaning: strength (kekuatan), strengthen (memperkuat).

Example: *The celebration of Independence Day will strengthen our nationalism.*

2.4 Procedure of Teaching Vocabulary through Derivational Affixes

The procedures of teaching vocabulary through derivational affixes:

A. Pre Activity

1. Teacher greets the students.
2. Teacher checks the students' attendance list.
3. Teacher tries to brainstorm the students with questions related to the material.

B. While Activity

1. Teacher writes the theme that will be discussed on the whiteboard.
2. Teacher tells to the students about prefix and suffix.
3. Teacher mentions some word by using prefix and suffix.

4. Teacher asks the students to listen to her description of a prefix and suffix.
5. Teacher describes each class of word which use prefix and suffix.
6. Students are given a chance to ask questions.
7. Representative students repeat what teacher has described (Tell what is prefix and suffix, gives an example of word which use prefix and suffix, describe each class of word).
8. Teacher divides the students into some groups.
9. Teacher gives a text which contains prefix and suffix to the students group.
10. Teacher gives a text which has blank word to the students group.
11. Teacher asks the students to read the text.
12. Students are instructed to solve the problem in the text. The problem consists of:
 - a. Using prefix and suffix in an appropriate context to complete the text.
 - b. Analyze each word into its part of speech.
13. Students are guided to discuss the problems that they have finished. (The students present the result of their discussion in front of the class).
14. Teacher asks each group to correct their exercise based on key answer and write the correct answer on the whiteboard.
15. Teacher asks the students to go back to their chair.
16. Teacher gives an individual exercise.
17. Students are asked to complete each sentences by typing the correct form of the word in the gap and analyze the part of speech prefix/suffix on their sentences

C. Post Activity

1. Teacher asks the students about what they have learnt.
2. Teacher asks the students' difficulties in understanding the lesson.
3. Teacher closes the meeting.

2.5 Theoretical Assumption

Considering the concepts described above, mastering vocabulary is an essential area of language in order to have more effective communication. The use of derivational affixes is one of the most common ways which new words are created, so common in fact that a speaker will ensure if a word exists or they have just created it. Derivational affix is effective in decreasing the students' burden in learning the vocabulary, because the material is not too difficult for the students since they have known the based word. It will be easier for the students to develop new words. Moreover, by using derivational affixes the students will remember those vocabularies easily.

From the explanation above, the researcher assumes that teaching derivational affixes can be used to achieve students' vocabulary as long as they follow the teaching learning process seriously.

2.6 Hypothesis

Based on the frame of theory and the theoretical assumption mentioned above, the writer formulates the hypothesis as follows:

There is a significant difference of students' vocabulary achievement before and after being taught through derivational affixes.