

## **II. FRAME OF THEORIES**

### **2.1 Concept of Vocabulary**

Vocabulary is an important component of the language. We cannot develop four language skills, namely listening, speaking, reading, and writing without having enough mastery of vocabulary. As Fries (1973:32) states that vocabulary is the essential of language learning. It meant without vocabulary we cannot understand what someone is said that we heard. We cannot speak well because the lack of vocabulary and because of the lack vocabulary we cannot understand the text and cannot develop the sentence that we will write.

A vocabulary is a set of words known to a person or other entity, or that are part of a specific language stated by Aitcheson (2001). And Harmer (1993:153) states that if language structures make up the skeleton of language, than it is the vocabulary that provides the vital organs. It suggest vocabulary is one of the important component in develop and construct the language. Without the vocabulary a sentence cannot arrange well.

Furthermore, Rivers (1970:462) says that “it would be impossible to learn a language without vocabulary”. This suggests that without vocabulary the students cannot reach their purpose in learning language that is aimed to communicate. Vocabulary has the important role in communication because the more students

know and master vocabulary, automatically it will help them in communication. This statement is supported by Wilkins (1972:3) who says that “without grammar little things can be conveyed but without vocabulary nothing can be conveyed”. From statement above, the researcher conclude that vocabulary is language component which plays important role in a language. It means that we cannot share our ideas to other if we do not know and mastery vocabulary for making the sentence.

## **2.2 Concept of Teaching Vocabulary**

“The essential area of language is the lexicon or vocabulary of the language”( Finnochiaro, 1964:68). From the statement, the researcher concludes that vocabulary must be taught when one learns language, if it is not; he learns no language at all. The purpose of teaching vocabulary is to make the students understand the meaning of the words and able to analysis the text.

The process of teaching vocabulary needs some possible techniques. Kustarjo (1988:24) proposes five possible ways of teaching vocabulary as follows:

### **a. Teaching vocabulary through creativity**

The teacher should allow many choices to the students as they want to learn. The teacher can make this technique which enables the students to be creative in producing vocabulary, such as: game, picture, drama, and so on. For example teacher gives a game by dividing the room into two teams. Each team sends one representative to the board. Choose a word and show it to the students at the board. Each one has to draw the word in

action so that his team can guess what it is. When a member of his team knows the answer, she can raise her hand to name the word and give its definition. If she cannot define the word, the other team has the opportunity to steal the point, for example the word which will be given is *run*, *run* is a verb it can change and become *runner*. This game encourages students to learn the practical application of their vocabulary words, not just to memorize them. The aim of this game encourages creativity and teamwork from your students.

b. Teaching vocabulary through context clues

The teacher can use context clues in word recognition by figuring out the meaning of the word based on the clue of surrounding the context. For example, teacher gives a word for students then students are asked to find synonym or antonym from example the word *see* the synonyms are *look*, *observe* and *discern*, because from one word (*see*) we can also learn another word (*look*, *observe*, and *discern*) which has similar meaning.

c. Teaching vocabulary through guessing

The teacher can encourage the students to guess first and to consult the word learned. To guess correctly, a student should have a good rationale. The teacher can give example by pronouncing a sentence, and then the students guess the words that the teacher meant e.g: teacher pronounces the word, the word is *play*, then the students are asked to spell the later of *play*.

d. Teaching vocabulary through definition

The teacher guides the students to define the meaning of the words and to arrange the words into correct sentence, for example teacher teaches a word. The word is *a dancer*, then teacher explain the meaning of *a dancer*. *A dancer is a person who dances.*

e. Teaching vocabulary through derivational

The teacher includes the four classes of words in the position of occurrence in English sentence patterns. Then the teacher asks the students to derive the words, for example: *employ (verb)*, *employer (noun)*, *employable (adjective)*, etc.

This research was focused on teaching vocabulary through derivational. Derivation in vocabulary can increase the students' vocabularies because student can develop one word become more than one.

### 2.3 Concept of Derivation

According to Boey (1975:39) "derivational affixes are bound morphemes which generally combine with the base to change its part of speech". A morpheme is defined as the minimal meaningful unit of a language. In a word like *independently*, we say that the morphemes are *in-*, *depend*, *-ent*, and *ly*; *depend* is the *root* and the other morphemes are derivational affixes. The researcher assumes that derivation is a word which gets addition of an affix. So that changes after getting the affix. The derived word is often of a different word class from the original. It may thus take the inflection affixes of the new word class.

Lamb (1963:20) says that “most words in English are derivate, that is, they are derived from other words”. A derivative always consists of a steam, or main syllable, and one or more prefixes and/or suffixes. Sometimes a word will have more than one prefix and/or than one suffix.

Examples:

1. **Communicate** is verb which is given suffix “**ive**” then it become adjective that is **communicative**.

The example in natural communication:

- The language course is based on a highly **communicative** method in small groups.

2. **Attain** is verb which is given suffix “**able**” then it become adjective, that is **attainable**.

The example in natural communication:

- The dolls are not very different to Barbie who, while not presenting children with a normal **attainable** body image and lifestyle.

3. **Bestow** is verb which is given suffix “**al**” then it become noun, that is **bestowal**.

The example in natural communication:

- There was something about the interaction that suggested bestowal.

4. **Rage** is noun which is given prefix “**en**” then it becomes verb that is **enraged**.

The example in natural communication:

- Enrage** a billion people is much more than a legacy.

5. *Rich* is noun which is given prefix “*en*” then it became verb that is *enriched*.

The example in natural communication:

- **Enriched** soil will give you the best chances of growing the biggest fruit possible.

6. *Slave* is noun which is given prefix “*en*” then it becomes verb that is *enslaved*.

The example in natural communication:

- The people who are so **enslaved** do not know what they are doing for they have never tasted another life.

From the example above the particle *-ive, -able, -al* are called *suffix* because they are added after the base. In contrast from example number 4 until 6 there is particle *-en* before the base. And it is called *prefix*. Suffix and Prefix is kind of Affix in English.

So we can conclude **Affixes** is one morpheme that is joined before after or within a root or base.

#### ❖ **Prefixes**

A prefix is a word-part that is added at the beginning of a word-part, called the base, to make a new word. Unlike suffixes, which often change the base from one word class to another, prefixes usually change the meaning of the base but not its word class. (Brockman, 1971:78).

#### ▪ **The kinds of Negative Prefixes**

One of the most frequent meanings of prefixes is “negative”. We shall see that there is a rather long list of negative prefixes that are used with nouns, adjectives, and verbs.

**A. un-** This is an extremely common negative prefix for adjectives in English. It is often used on new words as the need arises. For example:

- a. Attractive is adjective which is given prefixing “un”, then it become negative adjective that is unattractive.

The example in natural communication:

- The girl was unattractive in the catwalk.

- b. Lucky is adjective which is given prefix “un”, then it become negative adjective that is unlucky.

The example in natural communication:

- **Unlucky** not to earn All-Australian honors this year.

**B. dis-** The prefix dis- is used most often with nouns and verbs.

1. Example of prefix *dis* in term *noun* that have meaning “*converse*”

- a. Advantage which is given prefix “dis” then it become disadvantage.

The example in natural communication:

- Schools in areas of socio-economic **disadvantage** were also given priority.

- b. Like which is given prefix “dis” then it become dislike.

The example in natural communication:

- John Ellis had a very strong **dislike** of hanging women.

2. Example of prefix *dis* in term *verb* that have meaning “*reverses the meaning of the verb*”.

- a. Appear which is given prefix “dis” then it become disappear.

The example in natural communication:

- Spend time at the park's museum, depicting the story of these people who mysteriously **disappeared** almost 700 years ago.

b. Embark which is given prefix “dis” then it become disembark.

The example in natural communication:

- The sea was heavy but we arrived at little tobago and we all **disembarked** one by one.

C. **in- (im-, ir-, il-)** This negative prefix of Latin origin is used in a great many English words that are themselves from Latin or French. It has the form *im-* before *m*, *b*, or *p*: *ir-* before *r*: and *il-* before *l*. It is used most frequently in adjectives.

1. **In-**, The example of prefix **in**:

Active is adjective which is given prefix “in”, then it became negative adjective that is inactive.

The example in natural communication:

- All of the successful candidates have confirmed that they are politically **inactive**.

2. **Im-**, the example of prefix **im** :

Mature is adjective which is given prefix “im”, then it become negative adjective that is immature.

The example in natural communication:

- I am a young student, so please forgive me if my questions sound **immature**.



### 3. **Ir-**, the example of prefix *ir* :

Rational is adjective which is given prefix “ir”, then it become negative adjective that is irrational.

The example in natural communication:

- Rational debate seems to be your reason, but on some topics you start from fundamentally **irrational** positions.

### 4. **Il-**, the example of prefix *il* :

Legal is adjective which is given prefix “il”, then it become negative adjective that is illegal.

The example in natural communication:

- It remains **illegal** for the product to be sold, supplied or advertised.

**D. non-** This prefix is used on relatively few words, though it is readily used on new formations. Example of prefix non:

a. Alcoholic is adjective which is given prefix “non”, then it become negative adjective that is nonalcoholic.

The example in natural communication:

- When my friends offered me some alcohol at a party, I declined it and told them that I was a **nonalcoholic**.

b. Political is adjective which is given prefix “non”, then it become negative adjective that is nonpolitical.

The example in natural communication:

- According to the Economist, this clampdown has been extended to non-political activity.

**E. mis-** This prefix, of rather restricted occurrence despite its use in some very common words, usually expresses the idea of “wrongly” or “incorrectly”. Here are some examples:

1. Example of prefix *mis* in term verb:

a. judge which is given prefix “mis” then it became misjudge

The example in natural communication:

- **Misjudged** by the examiner, explain your reasons while you drive.

b. direct which is given prefix “mis” then it become misdirect

The example in natural communication:

- The legacy of his work across the world proves that his faith and his efforts were not **misdirected**.

2. Example of prefix *mis* in term *noun* :

a. fit which is given prefix “mis” then it became misfit.

The example in natural communication:

- Paul calls out to the other **misfits** that it's time to go foraging.

b. fortune which is given prefix “mis” then it become misfortune.

The example in natural communication:

- Unfortunately, the football, badminton and netball teams had similar **misfortunes**.

#### ▪ **Other Prefixes, With Various Meanings**

Most of the other prefixes commonly used in English are derived from Latin or Greek, and they have rather definite meanings.

A. prefix *anti*, for example:

- Government is noun which is given prefix “**anti**”, and then it becomes antigovernment which has meaning “**against**”.

The example in natural communication:

- A young Iranian woman killed during protest in 2009 became a symbol of **antigovernment** movement.

B. Prefix *contra*, for example:

- Indicate verb which is given prefix “**contra**” then it become contraindicating which has meaning “**against**”.

The example in natural communication:

- **Contraindicated** for patients who are just initiating therapy with nevirapine.

C. Prefix *co*, for example:

- Education is noun which is given prefix “**co**” then it becomes coeducation which has meaning “**together or joint**”.

The example in natural communication:

- We had always been about **coeducation** at the ranch.

D. Prefix *inter*, for example:

- National is noun which is given prefix “**inter**” then it become adjective that is international which has meaning “**between**”.

The example in natural communication:

- **International** students prefer to use their own mobile phone.

E. Prefix *intra*, for example:

- State is noun which is given prefix “**intra**” then it become “intrastate” which has meaning” **within**”.

The example in natural communication:

- The Commonwealth may not be able to pass laws for **intrastate** trade.

F. Prefix *mal*, for example:

- Function is noun which is given prefix “**mal**” then it become “malfunction” which has meaning” **bad or wrong**”.

The example in natural communication:

- The worst cases are errors caused by hardware **malfunction**.

G. Prefix *multi*, for example:

- Form is noun which is given prefix “**multi**” then it become “multiform” which has meaning” **many**”.

The example in natural communication:

- His variety and multiform genius cannot otherwise be accounted for.

H. Prefix *post*, for example:

- Graduate is noun which is given prefix “**post**” then it become “postgraduate” which has meaning” **after or later**”.

The example in natural communication:

- **Postgraduate** research students together with support staff present in the school.

I. Prefix *pre*, for example:

- History is noun which is given prefix “**pre**” then it become “prehistory” which has meaning” **before or earlier**”.

The example in natural communication:

- He suggests that people may not have been aware of the bigger changes that we identify when studying **prehistory**.

J. Prefix *sub*, for example:

- Normal is adjective which is given prefix “**sub**” then it become “subnormal” which has meaning” **under or below**”.

The example in natural communication:

- **Subnormal** body temperature found in hypothermia is the deterioration in the ability to think clearly.

K. Prefix *super*, for example:

- Natural is noun which is given prefix “**super**” then it become “supernatural” which has meaning” **above or even**”.

The example in natural communication:

- I can fully believe there is something strange, even **supernatural** out there.

L. Prefix *Trans*, for example:

- Atlantic is noun which is given prefix “**trans**” then it become adjective that is transatlantic which has meaning” **through or across**”.

The example in natural communication:

- Lawrence Hill knows a lot about slavery and the **transatlantic** slave trade.

M. Prefix *re*, for example:

- Write is verb which is given prefix “**re**” then it become noun that is rewrite which has meaning” **again**”.

The example in natural communication:

- **Rewrite** of design codes to better predict the performance of reinforced concrete.

N. Prefix *over*, for example:

- Load is noun which is given prefix “over” then it becomes overload which has meaning “**too much**”.

The example in natural communication:

- To avoid information **overload** we have included a getting started sheet.

### ❖ Suffixes

Suffix is a letter or a group of letters attached to the end of a word to form a new word or to alter the grammatical function of the original word. For example, the verb *read* can be made into the noun *reader* by adding the suffix *-er*; *read* can be made into the adjective *readable* by adding the suffix *-able*.

Understanding the meanings of the common suffixes can help us deduce the meanings of new words that we encounter.

- **The kinds of suffix noun:**

1. Suffix *tion*, for example:

- Translate is verb which is given suffix “tion” then it became a noun that is translation which has meaning “action”.

The example in natural communication:

- Projects include annotated **translation**, text preparation and summary writing.

2. Suffix *er*, for example:

- Write is verb which is given suffix “er” then it becomes noun that is writer which has meaning “one who”.

The example in natural communication:

- He was the most prolific **writer** of mathematics of all time.

3. Suffix *ment*, for example:

- Argue is verb which is given suffix “ment” then it became a noun that is argument which has meaning “condition of”.

The example in natural communication:

- It also requires them to construct **arguments** in writing.

4. Suffix *ant*, for example:

- Consult is verb which is given suffix “ant” then it becomes a noun that is consultant which has meaning “one who”.

The example in natural communication:

- Some others employed **consultants** or consulted their ' head office ' in order to make the decision easy.

## 5. Suffix age, for example:

- Pack is verb which is given suffix “age” then it became noun that is package which has meaning “action”.

The example in natural communication:

- Students will become familiar with the database software **package** Microsoft access.

## 6. Suffix ence, for example:

- Resident is noun which is given suffix “ence” then it becomes residence which has meaning “action/ result of verb”.

The example in natural communication:

- We consult **residents** for their views before the introduction of any new traffic measures.

## 7. Suffix ance, for example:

- Endure is verb which is given suffix “ance” then it became noun that is endurance which has meaning “action/ result of verb”.

The example in natural communication:

- However, aerobic **endurance** is not just acquired by steady running.

## 8. Suffix ry, for example:

- Refine is verb which is given suffix “ry” then it becomes noun that is refinery which has meaning “action/ place of”.

The example in natural communication:

- **Refinery** industry has to respond to five sets of new environmental regulations.



9. Suffix ship, for example:

- Citizen is noun which is given suffix “ship” then it become citizenship which has meaning “state of being noun”.

The example in natural communication:

- Composition **citizenship** status encouraged many states consumers who face.

10. Suffix ity, for example:

- Curious is noun which is given suffix “ity” then it become curiosity which has meaning “state of being noun”.

The example in natural communication:

- I wanted a name that would pique the **curiosity** of my perspective audience.

- **The kinds of suffix verb:**

1. Suffix ize, for example:

- Visual is adjective which is given suffix “ize” then it become verb that is visualize which has meaning “cause to be”

The example in natural communication:

- The software would then **visualize** these clusters in some fashion creating a map.

2. Suffix ate, for example:

- Different is adjective which is given suffix “ate” then it become verb that is differentiate which has meaning “become”.

The example in natural communication:

- However, none of these patients had a poorly **differentiated** tumor.

### 3. Suffix ify, for example:

- Simple is adjective which is given suffix “ify” then it become verb that is simplify which has meaning “make or become”.

The example in natural communication:

- To grossly **simplify** matters, one could even define online theater as hypertext plus live interaction.

### 4. Suffix en, for example:

- Moist is adjective which is given suffix “en” then it became verb that is moistened which has meaning “become”.

The example in natural communication:

- Lightly **moisten** the interior of your oven with water.

## ▪ The kinds of Adjective suffix:

### 1. Suffix able, for example:

- Present is noun which is given suffix “able” then it became adjective that is presentable which has meaning “capable of being”.

The example in natural communication:

- In this competitive age it is very important for a person to appear **presentable**.

### 2. Suffix al, for example:

- Region is noun which is given suffix “al” then it become adjective that is regional which has meaning “pertaining to”.

The example in natural communication:

- He was previously **regional** managing partner of the Leeds and Manchester offices.

3. Suffix less, for example:

- End is noun which is given suffixes “less” then it became adjective that is endless which has meaning “without”.

The example in natural communication:

- The freedoms of our present society allow an almost **endless** variety of lifestyles.

4. Suffix ful, for example:

- Fancy is noun which is given suffix “ful” then it became adjective that is fanciful which has meaning “notable for”

The example in natural communication:

- These responses are not merely **fanciful**; music here is a useful metaphor.

5. Suffix ous, for example:

- Portent noun which is given suffix “ous” then it become adjective that is portentous which has meaning “notable for”

The example in natural communication:

- Looking back, the designation appears and sounds absurdly **portentous**.

## 6. Suffix ive, for example:

- Create is verb which is given suffix “ive” then it became adjective that is creative which has meaning “having the nature of”

The example in natural communication:

- You are extremely **creative** in more than one area and enjoy speculating.

## 7. Suffix ical, for example:

- Music is noun which is given suffix “ical” then it become an adjective that is musical which has meaning “having the nature of”

The example in natural communication:

- Find tickets blood brothers wily Russell’s classic, award-winning **musical** telling the story of twin brothers separated at birth.

## 8. Suffix ish, for example:

- Fiend is noun which is given suffix “ish” then it become adjective that is fiendish which has meaning “having the quality of”

The example in natural communication:

- The little boy was fiendish when he put a tack in his teacher's chair.

## 9. Suffix esque, for example:

- Picture is noun which is given suffix “esque” then it become adjective that is picturesque which has meaning “reminiscent of”

The example in natural communication:

- Built in local materials in earthy colors, the development will look **picturesque**.

- **The kinds of adverb suffix.**

1. Suffix ly, for example:

- Quick is verb which given suffix “ly” then it become adverb that is quickly is which has meaning “ Manner”

The example in natural communication:

- He answered the question quickly and accurately.

2. Suffix wise, for example:

- Length is noun which is given suffix “wise” then it became adverb that is lengthwise which has meaning “ place”

The example in natural communication:

- The man missed a stroke in his astonishment, and the boat swung lengthwise in the swift current.

The researcher focused in increasing students’ vocabulary achievement through derivational approach. The researcher focused on derivational approach used kinds of prefixes and kinds of suffixes.

## 2.4 The Procedures of Teaching Vocabulary through Derivation Approach

Here are the steps of teaching vocabulary through derivational approach:

### a. Pre activities

1. The teacher greets the students.

e.g. T: *Good morning students!*

S: *Good morning Miss!*

2. The teacher checks the attendance list.

e.g. T: *I will check your attendance.*

3. The teacher gives brainstorming.

e.g. T: *Have you ever heard about derivation?*

S: *No miss...*

T: *Right, today we will learn about derivation.*

### b. While Activities

1. The teacher explains the material about derivation.

- a. Lesson plan one, the teacher give one treatment. In this treatment teacher explain about the kinds verbs suffix and prefix.

- b. Lesson plan two, the teacher give two treatments. First treatment teacher explain the kind of noun prefix. Second treatment teacher explain about the kind of noun suffix.

- c. Lesson plan three, the teacher give one treatment. In this treatment teacher explain about the kind of adjective prefix and suffix and the last about adverb suffix.

2. The teacher divides students into some groups, each group consist four students.

e.g.: T: *Please, make a group. Each of groups consists of four students.*

S: *Yes, Miss.*

3. The teacher gives the word for the students and asks the students to make derivation from the list of word.
4. The teacher asks a student as representation from each group to write the derivation that they have been discuss in group in white board.

e.g.: T: *Have you finished your task? If you have finished it, for representation of each group please come in front of class to write your task.*

5. The teacher and the other student check the derivation.

### **c. Post Activities**

1. The teacher reflects the subject or topics that have been discussed.

e.g.: T: *Well students, enough for today, and so from the activities today, what do you have learned today?*

S: *We have learned about derivational analysis and learned about verbs used suffix prefix.*

2. The teacher delivers the summary of the lesson.

e.g.: T: *Well, that's all about derivational analysis Today we have discussed about how to develop the word by added prefix suffix in the word especially about verb used prefix and suffix*

## **2.5 Advantages and Disadvantages**

Derivational Approach can give any advantages and disadvantages in teaching vocabulary.

### **1. The Strengths of Derivational Approach**

- By using derivation approach students able to know the differences between verb, noun, adjective and adverb.
- By using derivation approach students able to know the kind of Affixes (Prefix and Suffix).
- By using derivation approach students able to know the kind of prefixes and suffixes in using content word in term of verb, noun, adjective and adverb.
- By using derivation approach students can develop one word become more than words.
- By using derivation approach students can use the word in the sentence.

### **2. The Weaknesses of Derivational Approach**

- There are so many kinds of prefix and suffix which is needed to be learned, so it makes students difficult to remember it.
- There are different prefix and suffix for each word, so it makes students become confuse to identify word which included in verb and adverb.

## **2.6 The theoretical Assumption**

Vocabulary is important element of language skill, there are many ways to develop vocabulary achievement, and one of them is derivational approach. Derivation is changed in meaning or in function by the addition of suffixes and prefixes especially content word in term of verb, noun, adjective and adverb. For



example: they turn nouns into adjectives, adjectives into verbs, nouns into adjectives, adjectives into verb, nouns of one type into nouns of another type and so on. That is way it will make students easier to develop new words. Whereas most of students at senior high school level still lack of vocabulary that's why they difficult to build new word and of course it will influence them to mastery English word. Here the researcher comes to the assumption that derivation approach can be used to overcome the difficulty that why come across by the students to build new word. Derivational approach give emphasis the process of developing new words from the root, so the students can develop one word become more than words. Moreover, by using derivation the vocabulary will be repeated frequently in many contexts, so that the students will remember those vocabularies. If we difficult to get the new word we cannot get communication well. Based on the term above the researcher assumes that the derivation approach can be used to help the students get more new word and increase their vocabulary achievement.

## **2.7 The Hypothesis**

Based on the frame of theory and theoretical assumption mention above, the researcher formulates the hypothesis as follow:

There is significant increase of students' vocabulary achievement after being taught through derivational approach especially content word in term of verb, noun, adjective, and adverb.