CHAPTER 1

INTRODUCTION

This chapter discusses the background of study, the problem of study, the objective of study, the significance of study, the scope and limitation, and the definition of the key term.

A. Background of Study

Vocabulary is crucial part that need to be enriched in order to master a language. Having inadequate vocabulary hampers learners and will face difficulties in the path of academic achievement. Vocabulary items are sets of words which form the basis for producing and understanding sentences. Therefore, without some knowledge of that vocabulary, neither language production nor language comprehension would be possible.[1] A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform. Vocabulary is learned through focused, conscious study, but even more commonly in an indirect manner through listening and reading, using context clues to figure out the meaning. Methods for learning vocabulary then, are an important part of language learning. Learners and teachers can adopt various strategies for teaching and learning vocabulary. Vocabulary learning strategies is a process, by which vocabulary is obtained, stored, retrieved and used.[2]

One of the strategies of word instruction is using Word – Part Clues or known as morphology. With morphological affixation, learners are able to learn

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[1] Angelin, Miller & Wakefield, 1993, p 2

[2] Schmitt,M.. Vocabulary description, acquisition and pedagogy. Cambridge: Cambridge university press, 1997

morphemes and morphemic boundaries by disassembling complex words into meaningful parts (e.g.*childhoods* = *child* + *-hood* + *-s*), learning the meanings of roots, affixes (*child*= baby, *-hood*= the state of being, *-s*= to indicate plural nouns), and reassembling the meaningful parts into new meanings (*motherhood, fatherhood, brotherhood*). The practice of this dissembling- reassembling method is called *morphological analysis*.[3] Although morphological analysis is not the only strategy teachable to enhance learners' vocabulary size, it is a potential learning strategy that seems particularly useful for the learners when attempting to tackle the meanings of new words. Knowledge of morphemes and morphology, or word structure, play valuable role in word learning from context, because learners can use such knowledge to examine unfamiliar words and figure out their meaning. A learner who understand how words are formed, by combining prefixes, suffixes, and roots tend to have broader vocabulary repertoire and better reading comprehension.

The aim of the present study is to assess morphological affixation as a learning strategy for promoting learners' vocabulary richness. It will first examine earlier research that has looked at the role of morphological affixation in vocabulary development. Of particular interest will be the relationship between morphological affixation and vocabulary richness, as well as how it relates to the learners' ability to deal with morphological complex words. The study will then investigate the relationship between English as foreign language learners' morphological affixation and their vocabulary size. It will assess the relationship

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[3] Language file, *Materials for an Introduction to Language and Linguistics*, 11th Edition
Department of Linguistics, The Ohio State University p 176

between their vocabulary size and overall morphological affixation knowledge and in particular their ability to deal with morphologically complex words in the L2 learning. The results are expected to provide insightful evidence of how to improve vocabulary instruction at college level.

The importance of investigating the vocabulary size possessed by the students of STAIN Kediri will determine the learning needs of the students, as students have different level of ability in learning English.

B. Research Question

An attempt has been made in this study to seek appropriate answer to the following question, "Is there any correlation between morphological affixation knowledge and vocabulary richness among the students of STAIN Kediri?"

C. Objective Of Study

This study mainly aims to investigate the relationship between English morphological affixation knowledge and vocabulary knowledge in the sixth semester of STAIN Kediri. The total of eighty students picked randomly from the whole sixth semester students.

D. Hypothesis

There are two possibilities hypothesis in this research, null hypothesis and alternative hypothesis. The null hypothesis predicted that there is no correlation between morphological affixation knowledge and vocabulary richness among the

students of sixth semester whereas the alternatives hypothesis predicted that there is correlation between the two things mention above .

E. Significance Of Study

The result obtained from this study can be advantegous to the following :

1. Teachers, he or she can provide some extra activities in the class room such as unseen reading text which are full of new words containing suffixes and prefixes in order to improve students' morphological affixation knowledge.

2. The English department students, this study can be use as an input to improve their vocabulary list and morphological affixation knowledge.

F. Key Terms

To avoid confusion the researcher will give the definition of key terms as follows:

1. **Correlation** is a relationship or connection that happen between two or more things. Here the researcher going to highlight the correlation between morphological affixation knowledge and vocabulary size.

2. **Morphology** is the identification, analysis, and description of the structure of a given language's morphemes and other linguistic units, such as root words, affixes, parts of speech, intonations and stresses, or implied context.

3. **Affixation** is the morphological process whereby an affix is attached to a root or stem.

4. **Vocabulary** is all the words known and used by a particular person or all the words that exist in a particular language or subject.

5. **Richness** is the relative extent of something; a thing's overall dimensions or magnitude; how big something is.[4]

6. **Knowledge** is something or information we get from other knowledgeable person or by reading. In this case, the knowledge is about everything related to affixation in morphology.

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[4] Oxford Advance Dictionary 7th edition, Oxford University Press, 2005