CHAPTER II

REVIEW OF RELATED LITERATURE

To the relation of the title "The correlation study on morphological affixation knowledge and vocabulary richness among the students of STAIN Kediri", there are some item that need to be describe. This focus to discuss about morphological knowledge and vocabulary richness. This chapter also going to discuss about morpheme , derivational vs inflectional morphology and word formation process. Knowing the morphology is the base concept of forming words so that English learners can broaden their vocabulary list .

A. Morphological knowledge

Morphology is the study of morphemes or affixation and their arrangement in forming words.[5]Affixation is the core of the morphology knowledge. Affixation is the morphological process whereby an affix is attached to a root or stem.[6] To know more about this discussion, here are the definition of

1. Morphology

The term morphology is Greek and is a makeup of morph- meaning 'shape, form', and -ology which means 'the study of something'. The term is used not only in linguistics but also in biology as the scientific study of forms and structure of animals and plants, and in geology as the study of formation and evolution of rocks and land forms. We are going to stick to morphology

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[5] Chaterine mcbride-chang and Richard K Wagner, *The role of morphological awareness in children's vocabulary acquisition in English* (America :Chambridge University press,2005), page 415-435

[6] http://www-01.sil.org/linguistics/glossaryoflinguisticterms/WhatIsAffixation.htm. accessed on February,24th2015

in linguistics, as the scientific study of forms and structure of words in a language.[7] Morphology as a sub-discipline of linguistics was named for the first time in 1859 by the German linguist August Schleicher who used the term for the study of the form of words. Today morphology forms a core part of linguistics. If morphology is the study of words structure, it is also important to define the word words A reliable definition of *words* is that they are the smallest independent units of language. They are independent in that they do not depend on other words which means that they can be separated from other units and can change position.[8] Consider the sentence:

The man looked at the horses.

The plural ending –*s* in *horses* is dependent on the noun *horse* to receive meaning and can therefore not be a word. *Horses* however, is a word, as it can occur in other positions in the sentence or stand on its own.

The purposes of studying morphology is to know the internal structure of words and the segmentation into different kinds of morphemes is essential to the two basic purposes or morphology: 1. the creation of new words and 2. the modification of existing words.

2. Morphemes - the building blocks of morphology

Although words are the smallest independent units of language, they have an internal structure and are built up by even smaller pieces. There

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[7] Aronoff, M. and Fudeman, K., (Date unknown). *What is Morphology?* [pdf.] Oxford: Blackwell. Available at:<http://www.blackwellpublishing.com/content/BPL_Images/Content_store/Sample_chapter/0631203184%5CAronoff_sample%20chapter_What%20is%20morphology.pdf.> [Accessed 23.03.2015 at 15.00].

[8] Fasold, R. and Connor-Linton, J., (2006). *An Introduction to Language and Linguistics*. New York: Cambridge University Press.
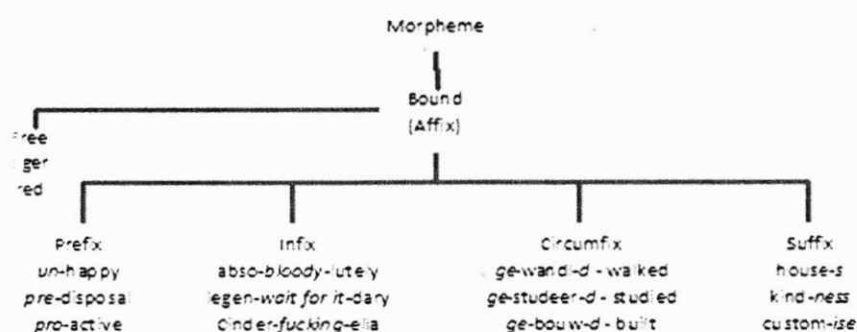
are **simple** words that don't have an internal structure and only consist of one piece, like *work.* There is no way we can divide work (wo-rk?) into smaller parts that carry meaning or function. **Complex** words however, do have an internal structure and consist of two or more pieces. Consider *worker,* where the ending – *er* is added to the **root** *work* to make it into a noun meaning *someone who works.* These pieces are called **morphemes** and are a minimal unit of grammatical description in a sense that it cannot be segmented or separated any further at the grammatical level of analysis.[9]

We said that words are independent forms, and a simple word only consisting of one single morpheme is therefore a **free** morpheme, that is, it is a word itself. Examples are *house, work, high, us and to*. Morphemes that must be attached to another morpheme to receive meaning are **bound** morphemes. If we break the word *unkindness* into its three morphemes *un-, kind* and *-ness,* we get two examples of bound morphemes: un- and -ness, as they require the root *kind* to make up a word. These are also called **affixes** as they are attached to the stem. The affix un- that go to the front of a word is a **prefix** and -ness that goes to the end is a **suffix**.

There are also **infixes** and **circumfixes**, although they are not very common in English. We mostly see infixes as curse words integrated in morphemes like the ones we can see below[5]. A circumfix is a morpheme that attaches to the front *and* the back of a word, as we can see in the examples of Dutch past tense below:

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[12] Rasyid Fathor, *Learning English Vocabulary*, STAIN Kediri press,2011 p 23

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                          Morpheme
                              |
                           Bound
                           (Affix)
   Free
   ger
   red   |           |                    |              |
      Prefix        Infix              Circumfix        Suffix
     un-happy    abso-bloody-utely   ge-wand-d - walked  house-s
     pre-disposal  egen-wait for it-dary  ge-studeer-d - studied  kind-ness
     pro-active   Cinder-fucking-ella   ge-bouw-d - built  custom-ise
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3. Inflection and derivation

A major division in morpheme is free and bound. A free morpheme has been referred to as an independent word. The bound morpheme is of two types: inflectional and derivational. An inflectional morpheme, which is a type of a bound morpheme, is defined by linguists as a mere grammatical indicator or marker. An inflectional morpheme cannot generate or create new words nor can it affect the grammatical class of a word.[10]

a. Inflection morphemes

Inflectional Morphemes generally:

1) Do not change basic meaning or part of speech, e.g., *big, bigg-er, bigg-est* are all adjectives.

2) Express grammatically-required features or indicate relations between different words in the sentence. Thus in *Lee love-s Kim: -s* marks the 3rd person singular present form of the verb, and also relates it to the 3rd singular subject *Lee*.

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[10] Lieber Rochelle, *introducing morphology* (Cambridge University Press 2009) pg 87

3) Are productive. Inflectional morphemes typically combine freely with all members of some large class of morphemes, with predictable effects on usage/meaning. Thus the plural morpheme can be combined with nearly any noun, usually in the same form, and usually with the same effect on meaning.

4) Occur outside any derivational morphemes. Thus in *ration-al-iz-ation-s* the final *-s* is inflectional, and appears at the very end of the word, outside the derivational morphemes *-al, -iz, -ation*.

5) In English, are suffixes only.

Some English morphemes, by category:

derivational	inflectional
-ation	-s Plural
-al	-s Possessive
-ize	-ed Past
-ic	-ing Progressive
-y	-er Comparative
-ous	-est Superlative

a. Derivation

Derivational affixes almost always occur inside the inflectional ones. Words are formed like onions, with successive layers added one by one. In these word structures, derivational affixes go closer to the base (or root or stem) than

inflectional affixes do. For example, in English we can have words like kingdoms where the noun suffix –dom attaches to its base before the plural suffix -s, or purified where the verb forming suffix -ify attaches to the adjective pure before the past tense suffix -ed is added:
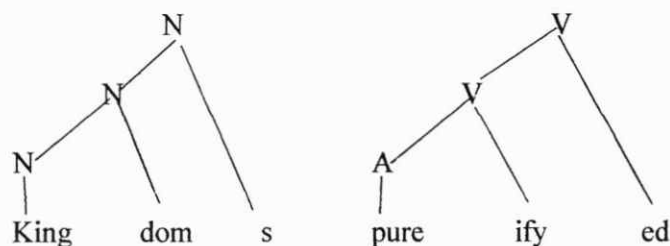
It's not possible in English to attach a plural or past tense suffix and then a derivational suffix; we never form words like *kingsdom or *walkeder.Derivational morphemes makes new words from old ones Thus *creation* is formed from *create* , but they are two separate words.

Derivational morphemes generally:

1) Change the part of speech or the basic meaning of a word. Thus -*ment* added to a verb forms a noun (*judg-ment*). *re-activate* means "activate again."

2) Are not required by syntactic relations outside the word. Thus *un-kind* combines *un-* and *kind* into a single new word, but has no particular syntactic connections outside the word -- we can say *he is unkind* or *he is kind* or *they are unkind* or *they are kind*, depending on what we mean.

3) Are often not productive -- derivational morphemes can be selective about what they'll combine with, and may also have erratic effects on meaning. Thus the suffix -*hood* occurs with just a few nouns such as *brother, neighbor,* and

knight, but not with most others. e.g., **friendhood, *daughterhood,* or **candlehood.* Furthermore "brotherhood" can mean "the state or relationship of being brothers," but "neighborhood" cannot mean "the state or relationship of being neighbors."

4) Typically occur between the stem and any inflectional affixes. Thus in *governments,-ment,* a derivational suffix, precedes -s, an inflectional suffix.

5) In English, may appear either as prefixes or suffixes: *pre-arrange, arrange-ment.*

4. Compounding

In linguistics, the process of combining two words (free morphemes) to create a new word (commonly a noun, verb, or adjective).Compounds are written sometimes as one word (sunglasses), sometimes as two hyphenated words (life-threatening), and sometimes as two separate words (football stadium). Another examples are:

- noun-noun compound: note + book → notebook
- adjective-noun compound: blue + berry → blueberry
- verb-noun compound: work + room → workroom
- noun-verb compound: breast + feed → breastfeed
- verb-verb compound: stir + fry → stir-fry
- adjective-verb compound: high + light → highlight
- verb-preposition compound: break + up → breakup
- preposition-verb compound: out + run → outrun

- adjective-adjective compound: bitter + sweet → bittersweet

- preposition-preposition compound: in + to → into

B. VOCABULARY

In order to master a language, we need to enrich our vocabulary. It is life long learning and the key to learn of all aspect in a language . The four skills in English are depend heavily on the richness of our vocabulary, those four skills namely are writing, reading, speaking and listening. Limited vocabulary may hamper the development of those four important skill in mastering English. There are some important aspect in vocabulary, the definition of vocabulary itself, the goals, ways to expand and vocabulary building.

1. The Definition of vocabulary

Vocabulary is all the words known and used by a particular person or all the words that exist in a particular language or subject.[11] It is essential to enrich our vocabulary as it is the key to communicate with others. People will judge us from the words we use. The common way to add more words in our list is by reading, it can be fiction stories, news or other preference reading materials. We need to encounter with the same words several times in order to be able to use the new words effectively. Adequate vocabularies help us to say quickly and accurately what was on our mind, we can pour our ideas easily. Having a large vocabulary will pave the way to comprehending a wider range of reading

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[11] http://dictionary.cambridge.org/dictionary/british/vocabulary. Assessed on march 27th

materials, which will also improve students' ability to communicate through speaking, writing and listening.[12]

2. The Goals of Vocabulary

The studies reviewed here have focused on morphological knowledge and its contribution to increase vocabulary richness. One of the biggest goals for English second language learner is to acquire an adequate vocabulary list. Nation believes that categorizing the word based on their frequency levels and focusing on learning the high frequency words first will facilitate the process of vocabulary acquisition.. besides that knowing high frequency words will facilitate text comprehension, and reading comprehension increase of the vocabulary knowledge.[13] In order to function well in a language we need to acquire vocabulary endlessly as it is life long learning. The more we apply our English word list the more we become fluent in it. There are some principles in the goals of vocabulary learning, :

a. Learners should know what vocabulary to learn, what to learn about it, how to learn it, how to put it to use and how to see how well it has been learned and used. This all represent the goal of vocabulary learning focuses on the nature of vocabulary learning.

b. Learners should continue to increase their vocabulary size and enrich the words they already know. This principle focuses on the result.

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[12] Lee C. Deighton, *words and meaning* (USA : HBU, 1977), p 1- 2

[13] Nation I. S. P, *Learning vocabulary in another language* (Cambridge University Press,2001) p 6-21

c. Learners should use word frequency and personal need to determine what vocabulary should be learned, its mean that learners should be learning high frequency words before low- frequency words, except where personal need an interest give importance to what otherwise would be low frequency words. A learners with academic goals should be focusing on words in academic word list after the general service high- frequency words are known.[14]

3. Ways to expand vocabularies

Talking about expanding vocabulary is just the same as talking about passion over something. In expanding our vocabulary it does not mean that we have to memorize all the words in the dictionary list but rather do it in fun ways. Some of it are :

a. Read

There is no better way to grasp vocabulary than through reading. According to experts, we must read to grasp vocabulary. And this doesn't mean we confine ourself to textbooks alone. We have to go beyond textbooks into journals, magazines and so forth. When we read, remember to jot the new and strange ones. This will not only enable us get new ones, but it will also enable us to remember their definitions.

b. Learn word roots

Word roots are the essence of the English language. They are also same for other languages. The English language's largest root is Latin. It travels our mind

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[14] Nation I.S.P Designing the vocabulary component of a language course(Cambridge University Press,2001) p 395

through suffixes, prefixes and other parts of the words. The roots for new words enable us determine new meaning for new words. This is the essence of learning new words. Sometimes, we also get to create words that will make sense. And once we have new words, their meanings and synonyms, consider grouping them and looking for means to remember them.

c. Follow "one word a day" principle.

Learning vocabulary requires consistency. We need to make sure that we learn new vocabulary daily. If we make it a point to learn a new word daily, in a week-that's 7 words. in the long run, we will be able to use these new words easily in whatever we do. This will directly enrich and expand our vocabulary pool.

d. Discover new ways of finding word meaning

Words mean exactly as their context. When we want to learn what words mean, see how they are used in context. Knowing the meaning of new words depending on the context is a great way to build upon our vocabulary. In college, most of the words we will encounter will be used in context. If we self-evaluate words, getting meaning and understanding is promoted.

e. Use what we've learned

When we study and discover new words, we need to practice using them. we should use the new words both in context and in speech. This will not only help us understand them, but also promote the commitment to memory. At the end of the day, learning can only happen when we use the words we learn.

f. Find passion for words

Leaning vocabulary and mastery requires commitment. We need to use the words effectively. Learn the histories around words. Also have a high caliber word association. Just dedicate enough time to learning new words and inventing others. This journey is long, but worthwhile for our college and social life.[15]

Expanding vocabulary is not a matter of 1 week, but a life time process, and it's within our power to make it fascinating and productive. We just need to adopt which method suit us best, certainly it have to go along with the practice in using it in our daily conversation. By taking part in a conversation using the words we have learned, we will always remember what they mean, and they will certainly become a part of our active vocabulary. Besides, we may have an opportunity to pick up new words from people we speak to, so it will give addition of new word to our vocabulary list.

4. Teaching Vocabulary

Key Strategies in Teaching Vocabulary

Some of the key strategies to unfold the information and meaning of a new word to a class are as follows:

a. Definitions

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined.

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[15] http://www.goal-setting-guide.com/7-super-simple-ways-expand-vocabulary/ accessed on april 10th 2015

In this direction teachers and students can refer to authentic and reliable dictionaries.

b. Self-defining Context

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

c. Antonyms

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

d. Synonyms

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

e. Dramatization

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

Examples

Sing [Sing a song]

Open [Open a book]

Close [Close the book]

f. Pictures and Drawings

Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic.

Examples

into [Raj goes into the circle.]

in [Rahman is in the circle.]

Drawings can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs.

g. Realia

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

h. Series, Scales, Systems

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series.

i. Parts of Words

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

j. Illustrative Sentences

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

k. Practice from Meaning to Expression

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, realia, context, and dramatization can be used. Series and systems can also be used.

l. Reading the Word

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners.

m. Writing the Word

It will enable the class to write the new word while the auditory memory is fresh, even if the objective is only to read. Writing or copying the word from the blackboard will give the student a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective etc.

n. Shift of Attention

Under this practice, the teacher provides a context by description or through reading which elicits the use of the word. The learners should be asked to pay attention to and develop an attitude or a point of view which he defends or attacks.[16]

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[16] http://iteslj.org/Techniques/Mehta-Vocabulary.html. Accessed on 20th march 2015