

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the related literature dealing with the word structure. Word formation of processes, part of speech and reading comprehension

A. ENGLISH VOCABULARY

1. Definition of Vocabulary

Vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context¹. It is according to Miller & Gildea that knowing a word by sight and sound and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts.

Word knowledge comes in two terms, receptive and productive. Receptive and productive are two important terms in vocabulary.² Relates those terms with knowledge. Receptive knowledge carries the idea that we receive vocabulary input when we listen to the spoken text, and productive vocabulary knowledge is the knowledge related to the usage of words for expressing meanings. It is supported that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas.

¹ Nation P & Newton J. *Teaching Vocabulary*. Cambridge: Cambridge University Press. 1997

² ibid, 14.

There are two main reasons about the importance of vocabulary³.

- a. Language exists in two forms, spoken and written, both of them need vocabulary to develop the existence itself.
- b. Vocabulary is needed for production in learning English as a foreign language rather than only needed for recognition it.

According Fries There are some types of vocabulary in English. Classifies English words into four groups⁴, namely:

- a. Content word represent the names of objects or things that are the concrete noun (book, car, bus) action down by with those things, that is verbs (jump, hit, push) the qualities of these things that is adjectives (big, smart, tall, heavy, and cute) and the indication such meaning as frequency, degree, manner and place, that is adverbs (carefully, here, now, next week).E.g.: Doni reads a book
- b. Function word are those words, which one used as means of expressing Relation of grammar/ structure. Such as conjunction (and, however, but) Article (a, the) auxiliaries (do, does, did)
- c. Substitute words are those which represent individual things or specific action as substitutes for whole form classes of words, that is indefinites (anybody, Somebody, everybody, someone, anyone)
E.g. everyone has left the room

³ Miller G. & Gilda P. *How Child Learn Words*. Longman Pearson Education. 1987

⁴ Fries, C. *Teaching and Learning English as a Foreign Language*. Michigan: University of Michigan Press.1974

d. Distributed words, those are distributed in use according to grammatical matter as the presence or absence of negative, such as : any, either and neither. E.g. they are not allowed to pass this line and neither am I.

2. Word Structure

A word is the smallest free form found in a Language. Word is a sound or group of sounds that expresses a meaning and forms an independent unit of a language Word parts help understand and remember the meaning of a word. Word is one of the important elements of language. word structure is part of word have specific meaning. In communication both spoken and written the use of words is absolute. Words always get more in number and function. In every human language there is a way of forming new words called word formation.⁵

There are three types of word parts: prefixes, roots, and suffixes. Prefixes are word parts that are attached at the beginning of a base or root word. Prefixes have meanings, and they add their meanings to the meaning of the root word. Take, for example, the word prefixself. It consists of the prefix pre-, meaning “before,” and the root word fix, which means “to attach.” Therefore, a prefix is a word part that is “attached before” (at the beginning) of the root word.⁶ There are many prefixes. Some common ones are pre-, un-, non-, and dis-. Prefixes and suffixes cannot stand alone; they are bound morphemes and must be attached to words. For example,

⁵Elder, J. *Entryways into College Reading and Learning*. The McGraw-Hill Companies, Inc. 2008

⁶Ibid 3

the word like can stand alone, but the prefix un- and the suffix -ly cannot. When un- and -ly are added to like, they create a word with a different meaning and grammatical function, unlikely. Affixes make words longer, as we see in unlikely, reworked, and returnable. Unlike prefixes and suffixes, base words stand alone. Base words are free morphemes and are the smallest real words in English. We add affixes to base words. For example, we might add -ing to learn to make learning, -able to train to spell trainable, and in- and -ive to act to write inactive.⁷

Roots are base words to which other word parts are added. Each root word has a specific meaning. Often, a whole “family” of related words comes from the same root word.

Suffix is a word part that is added at the end of a base (root) word. In the dictionary, when suffixes appear as entry words, they have a dash at the front (-ity, -ism, and -tude). The dash reminds you that something comes before them. Suffixes are not as helpful as prefixes and roots when suffixes are added at the end of a base word. Some suffixes have a specific meaning, such as -ful (“full of” whatever the root says, such as joyful) and -or (a person who does what the root says, such as inventor). Other suffixes change a word’s part of speech. For example, by adding a suffix, the verb argue can be made into the noun argument or the adjective

⁷ Ibid 4

argumentative. Some suffixes change a verb's tense, such as changing the present tense of *laughto* the past tense, *laughed*.⁸

Suffixes are not as helpful as prefixes and roots. For one thing, some suffixes have several meanings. Also, some suffixes change the spelling of the root word when they are added to it. For example, they in *happy* becomes an “i” when suffixes are added: *happiness*, *happily*, *happier*, and *happiest*.

A word can consist of a root only, a root with a prefix, a root with a suffix, or a root with both a prefix and a suffix. Regardless of how many parts there are three, they always appear in this order: prefix, root, suffix.

Now that you know words can be made from various combinations of word parts, look at these words created from the root word *script/scribe*, which means “to write.”

root word only = *script, scribe*

prefix + root word: = *pre + scribe = prescribe*

Prefix + root word + suffix: *pre + scrip + tion = prescription*

Root word + suffix: *script + ed = scripted*

3. Morphem

A morpheme is the smallest linguistic unit that has a meaning⁹. It cannot be divided into smaller parts. For example, *unreadable* has three morphemes: *un, read* and *able*.

⁸ Ibid 6

a. Types of Morphem

i. Bound Morphemes

A bound morpheme is a morpheme that cannot stand alone as an independent word, or in other words a bound morpheme is a grammatical unit that never occurs by itself, but it is always attached to some other morphemes. The bound morpheme is not a word. They must be joined to other free morphemes (words). Bound morpheme consists of derivational and inflectional morpheme. Also affixes are bound morpheme. E.g: *-ish, un-, -ness, -li-, -s, -er*, etc.

ii. Free Morphemes

A free morpheme is a morpheme that can stand alone, or a free morpheme is a grammatical unit that can occur by itself¹⁰. The free morphemes are words. E.g: *boy, girl, man, gentle, cat, bag, house*, etc.

iii. Inflectional Morphemes

An inflectional morpheme is a morpheme that can only be a suffix¹¹. An inflectional morpheme creates a change in the function in the word, but Inflectional morphemes do not create new

⁹Eugene A. Nida, *Morphology The Descriptive Analysis of Words (Second Edition)* ,(Ann Arbor : The University of Michigan Press,1949), 1

¹⁰George Yule, *The Study of Language (An introduction)*, (Cambridge University Press, 1985), 60.

¹¹ Jos Daniel Parera, *Morphology*, (Jakarta:GramediaPustakaUtama, 1990),23

meaning. According to Yule English has only eight (8) inflectional morphemes¹²., as follows:

- a. 2 used with adjectives : -er (comparative) & -est(superlative)
- b. 2 used with nouns: : -s (plural),-'s (possessive)
- c. used with verbs :-s (3rd person singular) , -ed (past tense) , -en (past participle) & -ing (present progressive)

iv. Derivational Morphemes

Derivational morphemes are also known as the opposite of inflectional morphemes. A derivational morpheme is a morpheme that can be added to a word to create or to drive another word. This type changes the meaning of the word or the part of speech or both (a new word with a new meaning). E.g: -ation, un-, -al, -ize, -ous, -y, etc. In rationalization (ration-al-iz-ation-s) the final -s is inflectional, and appears at the every end of the word, outside the derivational morphemes -al, -iz, -ation.

v. Affixation

Affixation is the process of attaching bound morpheme to free morpheme. They change the meaning of the grammatical function of the word. The kinds of affixes are prefix, infix and suffix¹³.

¹³ P.H. Matthews. Morphology (An Introduction to The Theory of Word Structure), (Cambridge University Press, 1946), 124

1. *Prefixation*

Prefixation is adding a letter or sound or group of letters or sounds to the beginning of a word which change the meaning or function of the word. Some prefixes create words that mean the opposite of the base word. Some prefixes pertain to time. Others pertain to place or location (above, below, etc.). Still other prefixes indicate number of quantity (mono-, tri-, etc.).

There are many prefixes, and it's helpful to group ones that are similar and to pair ones that are opposite in meaning. Prefixes that appear in more than one section below have more than one meaning¹⁴.

Some common prefixes, such as de-, are not included because they have several meanings. For example, de-can mean many things, including to do or make the opposite of (deactivate; decode); to remove or remove from (deodorize; deduct); and “out of” (deplane; depart).

For example (*uni: unilateral, unification. Bi: bilateral, bifurcation. Di: disyllabic, di transitive. Multi: multi-purpose, multilateral. Poly: polysyllabic*).

a. Prefixes that Mean “Not”

Negative prefixes are among the most commonly used prefixes. When they are added to words, they create a word

¹⁴Elder, J. Entryways into College Reading and Learning

that means the opposite of the base word. There are four negative prefixes. These four prefixes appear in an extremely large percentage of words that contain a prefix:¹⁵

1. un- unhappy, unsafe, undo, unwrap, unbutton
2. non- nonstop, nonfiction, no drinker, non-fat, nonverbal
3. dis- disagreement, dissimilar, dislikes, disable, and disobey

b. Prefixes that Indicate Location or Spatial Relationships

Certain prefixes give helpful clues about where something is located or occurs. The prefix in- means not, but it has a second meaning:

1. in- in, into inhale, include, ingredient
2. e-, ex- out, away exhale, exit, expire

c. Prefixes that Indicate Number or Amount

1. mono- one, single monopoly, monotone
2. bi- two, twice bicycle, bilingual, biannual

d. other Important Prefixes

Notice that some prefixes have more than one spelling.

Also notice that there are additional, different meanings of three prefixes.

1. pro- for, in favour of pro-life, pro-choice, pro-war,
2. anti-, contra-opposed to, against anti-war, antibiotic,

¹⁵Adedimeji A Mahfouz. *Word structure in English* (Department of English University of Ilorin Nigeria) 2005

2. *Suffixation*

Suffixation is adding a letter or sound or group of letters or sounds to the end of a word which change the meaning or function of the word. A suffix is a word part that is added at the end of a base (root) word. In the dictionary, when suffixes appear as entry words, they have a dash at the front (-ity, -ism, and -tude). The dash reminds you that something comes before them.

Suffixes aren't as helpful as prefixes and roots when you need to figure out meanings of words. For one thing, suffixes add their meaning to the root word, but they do not change the root word's basic meaning. Also, many suffixes have the same or similar meanings. Third, some suffixes, such as -ing or ed, merely change the tense of verbs or make words plural (such as -sand -es). Finally, the spelling of the root word may change when a suffix is added, especially if the root word ends with the letter. Words that end in y often change it to and when a suffix is added. The word happiness and happily, for example, and rely become reliance. The final may be dropped when a suffix is added: radiate, for example, becomes radiation.¹⁶

In spite of their limitations, suffixes are still useful. First, they often tell you a word's part of speech. Some suffixes, for example, indicate that a word is a noun or a verb. Second,

¹⁶ Ibid 23

removing a suffix often lets you see what the base word is. For example, the word change able might look strange to you. If you remove the suffix, -able, immediately that the base word is the familiar word, change: change + able. Something that is change able is able or likely to change, such as changeable behaviour or change able Weather. To other base word that look unfamiliar,¹⁷ try adding back an etc. the base word (see appendix). For example:

Defiance defy + ance defy (defy = defy, the base word)

Revision revise + ion revise (revise = revise, the base word)

The examples are *-age: spillage, coverage, leakage.*

-al: arrival, referral, renewal.,

Notice that in the list seven suffixes appear in color: -y, -ness, -ion, -er, -al, -able, and -ly. They are some of the most useful ones, so pay special attention to them.

a. Suffixes that Indicate Nouns

These mean state of, condition of ,or quality of (what the base word indicates):

| Suffix | example |
|--------|--|
| -ance, | -ence reliance (rely), dependence (depend) |
| -dom | freedom (free) |

¹⁷ Ibid 29

This mean person who (does what the root indicates):

| | |
|---------|----------------------------------|
| -er,-or | reader (read), inventor (invent) |
| -ist | soloist (solo) |

b. Suffixes that Indicate Verbs

These mean to make (what the base word indicates):

| Suffix | Example |
|--------|----------------------|
| -ate | automate (automatic) |
| -ify | liquefy (liquid) |

c. Suffixes that Indicate Adjectives

These suffixes mean full of (what the base word indicates):

| Suffix | Example |
|-------------|---------------------|
| -ful | -colourful (colour) |
| -ous, -ious | joyous (joy) |

These suffixes mean relating to or pertaining to (what the base word indicates):

| Suffix | Example |
|--------|-----------------|
| -al | musical (music) |
| -ic | comic (comedy) |

Other adjective suffixes:

| Suffix | Example |
|-------------|---------------------------------------|
| -Able,-ible | able to be or do reasonable (reason); |
| -less | without homeless (home) |

d. Other Helpful Suffixes

| | | |
|----------|-------|--|
| -ly,-ily | like, | in the manner of friendly (friend), sloppily (sloppy) |
| | | (Creates an adverb) |

| | | |
|--------|------------------|---------------------|
| -ology | study or science | biology, psychology |
|--------|------------------|---------------------|

vi. Root morpheme

A root is the foundation of a word a root morpheme is the primary lexical unit of a word, and cannot be reduced into smaller constituents. Greek and Latin Root Word Parts. Greek and Latin word parts are borrowed from these two languages to form English words. The term "root" is generally synonymous with "free morpheme", but the roots may sometimes be bound morpheme. The bound roots are relatively few, but some are found, such as *-chive*, *-tain*, and *-cur* in *receive*, *retain*, *contain*, *recur*, etc.

Example:

- a. *run* is the root of running
- b. *dog* is the root of dogs

4. WORD FORMATION PROCESSES

Various languages employ different methods, but these are distinctly limited number of basic processes, when one has completed the study of these processes; one has analysed all the possible ways in which any language in the world may form words. There are some other ways to form new words, which

do not put morphemes together in the familiar way. The parts which are put together sometimes parts of morphemes or not morphemes at all. They are:

1. Major Word Formation Processes

Processes that are formed frequently or commonly in the use of the English language:¹⁸

a. *Compounding*

Process that forms new words from two or more independent words.

E.g words formed by the compounding process: girl +friend = girlfriend

b. *Acronym*

Acronym is the process whereby a new word is formed from the initial letters of the constituent words of a phrase or sentence..

c. *Back formation*

Creative reduction due to incorrect morphological analysis.

E.g editor =>edit

d. *Conversion*

Conversion is a change in the function of word without any reduction.

For example when a noun comes to be used as a verb (without a reduction), this process is particularly productive in modern English, with new usage occurring frequently. This derivational process simply involves a change in the function of a word. For example, a verb may be used as a noun or vice-versa, without adding any suffix.

¹⁸ Eugene A. Nida, *Morphology The Descriptive Analysis of Words (Second Edition)* ,(Ann Arbor : The University of Michigan Press,1949), 13

e. *Clipping*

Clipping is a process of creating new words by shortening parts of a longer word. For example: *prof* (*professor*), *flu* (*influenza*), *fan* (*fanatic*), etc.

f. *Ablaut*

Ablaut is a systematic variation of vowels in the same root or affix or in related roots or affixes especially in the Indo-European languages that is usually paralleled by differences in use or meaning (as in *sing* *sang* *sung*, *song*).

g. *Multiple processes*

The creation of a particular word involves more than one process.

E.g: snowballed

Snow + ball => compound

Snowball (N) => (V) conversion

5. PARTS OF SPEECH

In grammar, a part of speech (also a word class, a lexical class, or a lexical category) is a linguistic category of words (or more precisely lexical items), which is generally defined by the syntactic or morphological behaviour of the lexical item in question. Common linguistic categories include noun and verb, among others. There are open word classes, which constantly acquire new members, and closed word classes.

Almost all languages have the lexical categories noun and verb, but beyond these there are significant variations in different languages¹⁹. For example, Japanese has as many as three classes of adjectives where English has one; Chinese, Korean and Japanese have nominal classifiers whereas European languages do not; many languages do not have a distinction between adjectives and adverbs, adjectives and verbs or adjectives and nouns, etc. This variation in the number of categories and their identifying properties entails that analysis is done for each individual language. Nevertheless the labels for each category are assigned on the basis of universal criteria.

I. Traditional classification

English words have been traditionally classified into eight lexical categories or parts of speech (and are still done so in most dictionaries):

- i. Noun : A word that names a person, place, thing, quality, or idea.
- ii. Pronoun : A word used in place of a noun
- iii. Verb : A word or group of words indicating the action or state of being of a subject
- iv. Preposition: A word that starts a prepositional phrase.
- v. Article : The words a, an, and the.
- vi. Adjective : A word used to modify a noun (example: the Red wagon) or pronoun

¹⁹Kroger, Paul (2005). *Analyzing Grammar: An Introduction*. Cambridge: Cambridge University Press.p. 35.

vii. Adverb : A word used to modify a verb.

viii. Conjunction : A word that links parts of a sentence to each other.

Linguists recognize that the above list of eight word classes is drastically simplified and artificial. For example, "adverb" is to some extent a catch-all class that includes words with many different functions. Some have even argued that the most basic of category distinctions, that of nouns and verbs is unfounded²⁰, or not applicable to certain languages²¹. Although these eight are the traditional eight English parts of speech, modern linguists have been able to classify English words into even more specific categories and subcategories based on function.

The four main parts of speech in English, namely nouns, verbs, adjectives and adverbs, are labelled "form classes" as well. This is because prototypical members of each class share the ability to change their form by accepting derivational or inflectional morphemes. The term "form" is used because it refers literally to the similarities in shape of the word in its pronunciation and spelling for each part of speech.

Neither written nor spoken English generally marks words as belonging to one part of speech or another, as they tend to be understood in the context of the sentence. Words like *neigh*, *break*, *outlaw*, *laser*, *microwave*, and *telephone* might all be either verb forms

²⁰Hopper, P; Thompson, S (1985). "The Iconicity of the Universal Categories 'Noun' and 'Verbs'". In John Haiman. *Typological Studies in Language: Iconicity and Syntax* 6. Amsterdam: John Benjamins Publishing Company. pp. 151–183.

²¹Laumey, Michel (1994). *Ungrammaire omniprédictive: essais sur la morphosyntaxe du nahuatl classique*. Paris: CNRS Editions

or nouns. Although *-ly* is a frequent adverb marker, not all adverbs end in *-ly* (*-wise* is another common adverb marker) and not all words ending in *-ly* are adverbs. For instance, *tomorrow*, *fast*, *very* can all be adverbs, while *early*, *friendly*, *ugly* are all adjectives (though *early* can also function as an adverb). Verbs can also be used as adjectives (e.g. "*the astonished child watched the spectacle unfold*" instead of the verb usage "*the unfolding spectacle astonished the child*"). In such cases, the verb is in its participle form.

II. Functional classification

The study of linguistics has expanded the understanding of lexical categories in various languages and allowed for better classifying words by function. Common lexical categories in English by function may include:

| A. Open word classes: | B. Closed word classes |
|----------------------------------|------------------------|
| ➤ Adjectives | Ad positions |
| ➤ Adverbs | Preverbs |
| ➤ Nouns | Pronouns |
| ➤ Verbs (except auxiliary verbs) | Contractions |
| ➤ Interjections | Cardinal numbers |
| | Particles |
| | Auxiliary verbs |
| | Auxiliary verbs |
| | Coverbs |

| | |
|--|--------------|
| | Conjunctions |
| | Measure |

B. THE DEFINITION OF READING COMPREHENSION

Reading is an important skill in learning a language. At the same time it can enlarge our knowledge and improves the technological achievement. In our world, reading will provides more information and it makes our knowledge become increasingly in great numbers. Reading is an active cognitive process of increasing with prints and monitors comprehension to establish meaning.²² Kennedy has argument that reading can be defined as the ability of an individual to recognize a visual form; associate the form with a sound and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning. Form the statement above, reading is a process that is done and also is used by the readers to get the message that will be informed.

Comprehension is facilitated reading appropriate materials, intellectual curiously, and desire to learn. The definition of comprehension can be stated as follows: the ability of pupils' it finds, interprets, and uses ideas

¹Edithia Gloria Simanjuntak. *Developing Reading Skills for EFL Students*, (Jakarta: Depdikbud, 1988), p. 15

comprehension. Reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities.²³ In order to achieve the goal, the comprehension ability in reading is needed.

On the other side, Harris and Spays say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.²⁴

1. The Importance of Reading

Sometimes students do not realize the value of reading. By reading, they will be able to get information throughout the word. It means they will get anything they want to know. For several reasons, reading is very important for the students. First, reading is a way to gain information, for example, information from newspaper or magazines. Even, news which is broadcasted on TV sometimes need to be read. Second, according to *Richard J Smith and Dole Johnson* that the purpose of reading is to find several facts to support an agreement to learn the major step in laboratory experiment to understand a math problem and analyse an authors' view point about text. Besides that, sometimes we read in order to interpret and

² Arthur W Heilman, *Principle and Practice of Teaching Reading* (Colombus: Charles E. Merrill Publishing Company A Bell and Howell Company 1981), p. 242

³ Harris and Sipay, *How to Increase Reading Ability. A Guide to Developmental and Remedial Methods, Seventh Edition Revised and Enlarged*, (New York: Longman Publisher Inc. 1980), p.179

sometimes we read in order to transfer the information to another medium.²⁵

2. The Type Of Reading

According to Jill Hadfield and Charles Hadfield, the type of reading is divided become four categories. They are scanning, skimming, reading for gist, reading for detail and extensive reading.²⁶

a. Scanning

Scanning is read quickly to get some information that we need. So we will stop to read if we got the information that we are looking for.

b. Skimming

Skimming is focus on few words, usually in a list or the last sentences in paragraph, because usually there is main idea and conclusion there.

c. Reading for gist

Reading in a purpose is to answer the questions in the text.

d. Reading for detail

There are some texts that need more attention to read it. So we have to read carefully to get the meaning of the whole text. And it is usually need rereading and checking the words to get the meaning accurately.

²⁵ Jeremy Harmer, *The practice of English Language Teaching* (New York: Longman, 1991), 18

²⁶ Hadfield, Jill and Charles Hadfield, *Introducing to teaching English*, (New York: Oxford, 2008), 92-93

e. Extensive Reading

The text is usually longer like a novel, etc. The extensive reading is also important for students when they read long texts for pleasure. In this way we can use the variety of reading like: rapidly reading and read more detail.

f. Intensive Reading

The activity of doing a series tasks on a short text where usually happen in the class, the teacher has a duty to make the questions and give feedback to the students.²⁷

3. The Purpose Of Reading

There are many kinds of the purpose of reading. According to *Richard J. Smith and Dole Johnson*, the purpose of reading is to find several facts to support an agreement to learn the major steps in a laboratory experiment to understand a math problem and analyse an author's viewpoint about text. Besides that, sometimes we read in order to interpret and sometimes we read in order to transfer the information to other medium.²⁸

Reading is also useful for other purpose in any exposure to English (provide students understand it more or less) that is a good thing for language students.²⁹

There are many reasons taking reading. Based on Delena Soles, there are some purposes for reading:³⁰

²⁷Ibid, 98

²⁸ Harmer, *The Practice Of English*, 18.

²⁹ Ibid, 68

- a. For pleasure or for personal reason
- b. To find general information such as what a book is mostly about
- c. To find a specific topic in a book or article
- d. To learn subject matter that is required for a class
- e. Strategies For Reading Comprehension

For most second language learners who are already literate in previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.

- a. Identify the purpose of reading

Efficient reading consists of clearly identifying the purpose in reading something.

- b. Use graphemic rules and patterns to aid in bottom up decoding (especially for beginning level learners) beginning level learners may encounter difficulties in making the correspondences between spoken written English.
- c. Use efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced levels)
- d. Skim the text for main ideas

Skimming is a quickly running one's eyes across a whole text to get main idea.

³⁰Delenasholes, *Reading For Different Purpose: Strategies for Reading Different Kinds Of Material*, <http://lesson-plan-materials.wsite101.com/article.ofml> reading for different purposes. Retrieved at may 23rd, 2011

e. Scan the text for specific information

Scanning is a quickly searching for some explanation piece of pieces of information in text

f. Use semantic mapping or clustering

Mapping or clustering is making a long sequence of the events ideas.

g. Guess when you aren't certain

The key to successful guessing is to make it reasonably accurate. The students can guess to their advantages to:

- Guess the meaning of a word
- Guess a grammatical relationship
- Guess about a cultural reference
- Guess content messages

h. Analyze vocabulary

There is some technique that very useful for the student if they do not know or recognize the words, they are:

- Look for prefixes that may give clues
- Look for suffixes that may indicate what part of speech it is
- Look for root that are familiar
- Look for grammatical context that may signal information
- Look at the semantic context (topic) for clues

i. Distinguish between literal and implied meanings

It is necessary to understand that not all language can be interpreted appropriately by attending to its literal meaning.

- j. Capitalize on discourse makers to process relationships

C. VOCABULARY MASTERY AND READING COMPREHENSION

Vocabulary and reading have a close relationship³¹ vocabulary is clearly an important skill in reading. If the students know a lot of vocabulary in the context, they may be able to comprehend the text easily. It is impossible for the students to understand the passage without mastering vocabulary. It is clear that the students' vocabulary is needed to face the difficulties in learning English.

Word structure is defined as the modifying of the part of forming a word this means that the meaning of a word can be determined by studying its structural components. The meaning of a word can generally be known from the root of the word. The fact that English is world most adventure language has made it loaned words from many language of the word. Many studies have focused on word structure and its essential role in reading comprehension.

A study conducted showed that between the first and the fifth grade, children learn new words by applying their knowledge of prefixes and suffixes at more than three times the rate at which they learn new root words. There are two reasons behind this enormous difference in the rate of growth in these two categories of morphemes. The first reason is the types of reading materials/ reading text these students are exposed to. Indeed, as students get older, their reading skills develop and they encounter more texts containing larger number

³¹ Nation, I.S.P. *Teaching and Learning Vocabulary*. Massachusetts :Heinle and Heinle Publishers. 1990

of low frequency words. The second reason is that they become more of internal structure of complex word. The relationship between knowledge of word structure and reading comprehension around the fourth grade could be attributed to the learners' knowledge of derived word and use word structure problem solving between first and fifth grade. Another way that word structure may lead to comprehension, which eventually will increase noun, adjective verb adverb is facilitating the process of breaking down word structure complex words in the text, students apply their knowledge word structure to break down the complex word into meaningful morphemes as a way to better understand the word meaning and reading comprehension has developed to their ability to decode word structure complex new words.

The studies reviewed here have focused on vocabulary mastery and reading comprehension word and its. The words based on their frequency level and focusing on learning the high frequency new words first facilities the process of word structure. Using the structure, or parts, of a word to figure out the meaning of the word. Here's our efficient reader, reading a passage that contains several words that are derived from common prefixes, suffixes, and roots. Our efficient studies has been studying word parts and is on the lookout for connections between the words and the word parts they are made from. Many studies have invested the relationship between knowledge word structure and reading text increase the level of vocabulary mastery.