### **CHAPTER II**

### LITERATURE REVIEW

This chapter discussed theoretical framework and related studies. Theoretical frameworks discussed the description of morphology, morpheme, inflectional morphology, derivational morphology, affixes, morphological awareness, vocabulary, and vocabulary size. Then related studies discussed morphological awareness and vocabulary size.

## **2.1.** Theoretical Framework

## 2.1.1. Morphology

Morphology is the study of form or forms. According to Aronoff and Fudeman (2005:1-2), morphology in linguistics refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed. Talking about words, it relates to the the sentence as sentence is formed by combining that words. The sentences itself can be broken into smaller unit and meaningful parts. The smallest meaningful part of a word is called a morpheme. It will be discussed in the following section.

## 2.1.2. Morphemes

A morpheme is defined as the smallest linguistic unit which has a meaning or grammatical function. Aronoff and Fudeman (2005:2) defined morphemes as the smallest linguistic pieces with a grammatical function. A morpheme may consist of a word, such as *hand*, or a meaningful piece of a word, such as the *-ed* of *looked*, that cannot be divided into smaller meaningful parts. Another linguist identifies three criteria of what it takes to be a morpheme. They are meaningfulness, recurrence, and regular interchanges (Coates, 1999:04). Meaningfulness means that a morpheme should have a meaning or function (e.g. morpheme *pre* which has meaning "before" in sentence *He gives some <u>preview before present the presentation</u>). Recurrence means that recur in other words with a related meaning (e.g. prefix <i>un* in the sentences: *He is <u>un</u>believable stingy* and *It was <u>un</u>happy married*). Regular interchanges means that it should be involved in a pattern of interchange (e.g. suffix *est* in word *longest*). Those examples (*pre* in *preview, un* in *unbelievable*, and *est* and *longest*) are kinds of boundary morpheme that includes of types of morpheme.

Coates (1999:3) then, divided two types of morphemes; **bound morphemes** and **free morphemes**. Bound morpheme is a morpheme that cannot stand alone, but need the support of other morphemes; e.g. -s (dogs), ly (quickly), -ed (walked). Free morphemes are morphemes that can stand by themselves as words; e.g. book (bookshelf), think (thinking), care (careless). The overwhelming majority of morphemes, free or bound, have one or more meanings of their own. Typical morphemes are meaningful.

In addition, Coates (1999:22) stated that morphemes are categorized into lexical morphemes (*-ness in politeness, -ful in careful*) and grammatical

morphemes (-*s in books, -ed walked*). Lexical morphemes are part of derivational morphology that focused on the processes involved in building lexical form. Grammatical morphemes are part of inflectional morphology that concerns with the process involved in building grammatical word forms. In this study, the writer focused on identifying knowledge of English morphology which is knowledge of both inflectional and derivational process. Knowledge of inflectional morpheme plays a key role in grammatical accuracy while knowledge of derivational plays a role in the development of vocabulary size (Rosalina, 2012:11). Thus, Smart course students are taken as the role of knowledge on both inflectional and derivational process in the development of English vocabulary.

### **2.1.3.** Inflectional morphology

According to Fromkin et al., (1988:129), inflectional morphemes are morphemes that never change the syntactic category of the words or morphemes to which they are attached (e.g. *Bella ate an apple and Bella ate three apples*. The suffix -s in apples indicates the plural form of base word). In addition, targeting awareness of inflectional morphemes should focus on associating the grammatical forms with their meanings. This may involve mapping the concept of "more than one" with the plural -s (*apples*) or the concept of an action occurring in the present with the present progressive-*ing*  (Walter and Green, 2013:31). Inflectional morphemes change form of a word based on its grammatical function, for example in the sentences:

- 1) We walk to the library together.
- 2) We walked to the library yesterday.

In the sentences above, *walk* becomes *walked* to indicate activity in the past.

### 2.1.4. Derivational Morphology

Fromkin et al., (1998:120) stated that derivation process changes the category, or grammatical class of words, when a prefix or suffix is joined to others morphemes (or words), a new word is derived or formed. Derivational process focuses on the change of a word to give additional meaning to the original words (e.g. the word *possible* becomes *impossible*), for examples:

- 1) The *possible* situation is she ran away from the robbers directly.
- 2) The *impossible* situation is she ran away from the robbers directly.

The morpheme *im* adds meaning "not" to word "possible" which means no possibility.

Derivational morphemes also change grammatical classes (e.g. *create* as verb, becomes *creative* as an adjective), for examples:

- *1) They create a younger image in their company.*
- 2) The creative employee will get reward from his company

In the sentence above, the word create as verb is changed into creative as adjective by adding suffix *-ive*.

Derivational morphemes usually occur by the addition of an affix. Wolter and Green (2013:34) stated that derivational morphemes change the semantic roles played by words within sentences. Derivational modifications can transform an adjective to a noun (*electric, electrician*), a verb to a noun (*communicate, communication*), or a verb to an adjective (*create, creative*). These forms allow for syntactic flexibility in speaking and writing.

If knowledge of inflectional morphology plays a key role in grammatical accuracy, knowledge of derivational morphology plays a role in the development of vocabulary size. Its knowledge of derivational morphology involves in affixes.

### 2.1.4.1. Affixation

Affix is a morpheme that is not a root, but it is always bound which is joined before or after stem word. There are two kinds of affixes in English, prefixes (adding morpheme at the beginning of a word) and suffixes (adding morpheme at the end of a word). To create new words, the speaker commonly uses prefix and suffix. These prefix and suffix are also as the key for the learners to develop their vocabulary.

### a) Prefixes

Prefixes come before stem of a word. It is placed at the beginning of word (e.g. prefix *-un* in *unhappy*). There are several prefixes which commonly used by the speaker in order to create new meaning (Redman, 1997:18-19):

# a. Prefixes with the meaning "not"

## Table 2.1

Prefix	Function	Examples	
un	used with many different word	unconditionally, unable, unemployed	
im	used before a word beginning with letter 'm' and 'p'	impolite, impatient, immortal	
il	used before a word beginning with letter 'l'	illegible, illogical	
ir	only used before a word beginning with letter 'r'	l irresponsible, irregular	
dis	used before adjective	dishonest, disadvantage	
in	used before a limited number of words	Invisible	

# b. Other verb prefixes with specific meanings

# Table 2.2

Prefix	Meaning	Example	
re	Again	The shop closed down but will reopen next month.	
over	Too much	I went to bed very late and I overslept this morning.	
mis	Badly or incorrectly	I'm afraid I misunderstood what he said.	

## b) Suffixes

Suffix comes after stem of a word. It is placed at the end of a word, (e.g. suffix *-able* in *valuable*). There are several suffixes that used by speakers (Redman, 1997:20-22):

- a. Noun suffixes
  - $\succ$  verb + suffixes:

	Table 2.3		
Verb	Meaning	Suffix	Noun
Improve	Get better	~ment	Improvement
Manage	For shop/business	~ment	Management
elect	Choose somebody by voting	~ion	Election
discuss	Talk about something by seriously	~ion	Discussion
inform	Tell someone something	~ation	Information
Jog	Running to keep fit or for pleasure	~ing	Jogging

➤ adjective + suffixes:

### Table 2.4

Adjective	Meaning	Suffix	Noun
Weak	≠ strong	~ness	Weakness
Нарру	≠ sad	~ness	Happiness

Dark	at night, when you can't see	~ness	Darkness
Stupid	≠intelligent	~ity	Stupidity
Punctual	Always arrives at the right time	~ity	Punctuality
Similar	Similar Almost the same, ≠different		Similarity

Table 2.5

➢ er/-or and −ist:

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Suffix	Noun	Verb	Noun Suffixes
~er		dance	dancer
		sing	singer
		farm	farmer
	Football		Footballer
~or		operate	Operator
		translate	Translator
		direct	Director
~ist	Art		Artist
	Journal		Journalist

### b. Adjective suffixes

Noun/Verb	Suffix	Adjectives	Meaning
danger	~ous	dangerous	The possibility of harm
music	~al	Musical	Relates to music
economics	~al	economical	Saves you money
cloud	~y	Cloudy	With clouds
dirt	~y	Dirty	≠clean
create	~ive	Creative	Able to produce new idea
attract	~ive	Attractive	Pretty, nice to look at

## Table 2.6

### 2.1.5. Morphological Awareness

Morphological awareness is the awareness of and access to the meaning and structure of morphemes in relation to words (Chang et al, 2005:417). This definition relates to both knowledge of derivations and inflections. Derivational morphology includes prefixes (e.g. <u>dis</u> in <u>disagree</u>), suffixes (e.g. <u>-ful</u> in *careful*), and compounding (e.g. child + hood= childhood). Meanwhile, inflectional morphology focuses on grammatical changes in words (e.g. <u>-s</u> in *cats*, <u>-ed</u> in *talked*, <u>-ing</u> in *cooking*). learners' awareness of morphology plays on both derivational morphology and inflectional morphology. By doing this way, learners can get new meaning which allows them to get new vocabulary. As this morphological awareness is useful for vocabulary building, Chang et al (2005:420) proposed two aspects for learners to asses this morphological awareness; morpheme identification and morphological structure awareness. Those aspects are used as testing to measure morphological awareness of learners. Morpheme identification test measures learners' ability to guess meaning by using morpheme, whereas morphological structure awareness test measures learners' ability to create new meaning by making use of inflected and derived words. These tests were used by the writer to asses students' morphological awareness in Smart course, Pare-Kediri as those tests would give the results of students' ability to create new meaning which allows them to get new vocabulary.

#### 2.1.6. Vocabulary

Vocabulary is generically defined as the knowledge of words and word meanings (Butler et al, 2010:1). Webster (1988:124) stated that vocabulary is a collection or list of words used in language by class, individual, or in field of knowledge. As cited by Butler et al, The National Reading Panel (NRP) stated that vocabulary plays an important role both in learning to read and in comprehending text: readers cannot understand text without knowing what most of the words mean. Thus, vocabulary is one of language that should be learned by someone who wants to master language.

It would be impossible to learn a language without vocabulary, learning a language means learning its vocabulary Rivers (1970: 462). This shows that

vocabulary has important role for people to learn language. In addition, vocabulary brings to the role in communication. Vocabulary is needed in order to communicate with other people. Indeed, people should master a lot of vocabulary in order to understand what someone say and write.

In addition, Burton (1982:98) explained that a large number of vocabularies help you to express the idea precisely, without repetition of words. He also mentioned that the larger our vocabulary is, the better we can perform in all aspects of English language works. As vocabulary is important for learners to study language, many ways are given to master vocabulary and to build vocabulary.

Anglin (1993: 58) as cited in Rosalina (2012), proposed three approaches in the research literature to the development of vocabulary knowledge:

- 1) Direct instruction of vocabulary in school.
- 2) Learning words and their meanings from context, especially during reading activities. In addition, Zimmerman (2005) emphasizes that the primary method for acquiring new vocabulary (breadth) and deepen understanding for existing vocabulary (depth) is through extensive reading. Furthermore, Krashen, (1985, 1989, as cited in Morin, 2003) believes that reading is the most efficient way to learn vocabulary naturally.
- 3) Applying morphological knowledge to infer the meanings of words.

The third approach is the focus of this study. The writer applied morphological awareness of students in Smart course to increase vocabulary knowledge.

#### 2.1.7. Vocabulary Size

Vocabulary size is also known as vocabulary breadth, refers to the quantity or number of words that the students know at particular levels of language proficiency (I.S.P Nation, 2000:573). To measure whether the high frequency words have been learned by students, and where the students are in the learning of low frequency vocabulary is by giving test. The test is called Vocabulary Level Test (VLT).

### 2.2. Related Studies

The role of morphology in vocabulary building has been abundantly researched. A series of researches have been done by some researchers who correlate morphological awareness and vocabulary knowledge (Chang et al, 2005; Maag, 2007; Nurhemida, 2007; Farsi, 2008; Tabatabei & Yakhabi, 2011; Latifi et al, 2012; Rosalina, 2012; Singgih, 2013; Wahyuni, 2015; Jawad & Yasin, 2015). These studies have been reviewed and the results of the previous studies presented as follows.

Chang et al (2005) examined the role of morphological awareness in children's vocabulary acquisition in English. Two aspects of test are given to kindergartners and second graders to measure their morphological awareness. Those aspects are Morpheme Identification and Morphological Structure Test. The results of the tests showed that the morphological structure task was a significant predictor of vocabulary knowledge in the kindergarten, second-grade, and combined samples. In contrast, the morphological identification task was a significant final predictor of vocabulary for the kindergarten and combined samples only. Thus, tasks of morphological awareness were good predictors of children's vocabulary knowledge. The tools in taking the result, Chang et al used kinds of tests; morphological identification awareness test two and morphological structural awareness test. The first test, they served kinds of pictures with two meanings beside the pictures. The children then should listen to the sound and chose the right answer of the picture provided. This test is used to measure the phonological of children have. The second test, morphological structure test is showing pictures of some objects which some of them are daily objects that they see, and some are weird objects that they've never seen before. The test then mention the names for those weird objects based on the names of daily objects. For example, here is a ballpoint pen that is blue in color. We call that blue ballpoint pen. Now here is a ballpoint pen that is red in color, we call that red ballpoint pen. The difference between Chang et al research and this study was the concept the test. In spite of this study used Chang et al test to measure morphological awareness of students in Pare, she modified the test by omitting pictures in both tests. As this study has different subject of population, so the writer omitted the pictures because the population of this study are not children. In addition, the writer only used the test of morphological structure test as a consideration: Chang et al's morpheme identification test did not appropriate to this study as it is used by Chang et al to measure the children morphological awareness relating to their phonological ability. Meanwhile, in this study, the writer only needed to measure the morphological awareness of Pare students. Thus, this study was different with Chang et al in subject of population and the test used by between the writer and Chang et al.

In the same tests of measuring morphological awareness of students, Nurhemida (2007) investigated the relationship between morphological awareness and vocabulary knowledge in the context of English as Foreign Language (EFL) for senior high school students in Indonesia. She took 2 different area of studies; social science class and natural science. Nation's Vocabulary Level Test (VLT) which tested knowledge of words drawn from level 2000, 3000, and 5000 was taken to measure their vocabulary size. Then, morpheme identification and morphological structural awareness were taken to measure morphological awareness. The VLT result revealed that students performed better at 2000 level than two higher frequency levels. And morpheme identification result showed that both class major did better in this test, whereas Natural Science did better in morphological structure test than social science. For the final result of the study showed that there was significant relationship between the students' performance in the vocabulary level test and the morphological awareness tasks. Both this study and her thesis have the same subjects; EFL students in Indonesia. However, this study did not take the same area of subjects. The writer did not take the subjects of research in area of high students but in the area of course which focus on English language. In addition, the research instruments of this study was different from previous study, that the writer did not use morpheme identification test that used by Nurhemida.

In addition, Al Farsi (2008) examined his thesis under the title Morphological Awareness and Its Relationship to Vocabulary Knowledge and Morphological Complexity among Omani EFL University Students. He found that the students' overall morphological awareness and vocabulary size were limited and the relationship between the two constructs could not be established, owing to the appearance of floor effect in test scores and task difficulty. This study is different from him as the study was taken in students' course.

Another research is done by Rosalina (2012) in her thesis who examined the correlation between morphological awareness and vocabulary size of students in senior high school in Bandar Lampung. The result showed that morphological awareness contributes 62,3% to their vocabulary size and 37,7%. This means that there is correlation between morphological awareness and vocabulary size of students in SMA Bandar Lampung. Her research instruments used tests adapted from Chang el al and Word Definition Matching as Vocabulary Level Test. This VLT that used by her is different from this study. The writer in this study used Vocabulary Level Test Version 2 adapted by I.S.P Nation. In addition, the subjects of this study were Smart Course students whom study English in focus.

Based on those previous studies, the writer examined the relationship between morphological awareness and vocabulary size in different area of study, students in Smart Course, Pare.

