HAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Natural of Vocabulary

Vocabulary is the knowledge of words and word meanings. It is one of the crucial components of language. There is no language that exists without word. Nunan (2005:122) states vocabulary knowledge is the collection of words that an individual knows. It means that, vocabulary knowledge is knowledge or understanding of individual knows about collection of words of specific language.

Besides, Nunan (2005:122) also stated that vocabulary should be integrated into teaching the four skill listening, speaking, reading and writing. It means that vocabulary has an important role in all aspects of language skills.

Vocabulary is the core component of language proficiency that provides much of the basis for how learners speak, listen, read, and write. According to Allen (2006:5) vocabulary knowledge is related to and affects comprehension. Vocabulary is one of the language components that can affect macro skills. Vocabulary is referring to learn about the meaning of word. When teaching vocabulary especially attention not only focuses on single words but also polywords, such as collocation or word partnerships, institutionalized utterance and idioms. While Richards and Schmidt (2010:629) stated that vocabulary is a set of lexemes, including single words, compound word and idioms.

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From the explanation above, it can be concluded that vocabulary is the knowledge of words, and word meanings. It is about the word that language is used to express meaning.

a. Vocabulary Development

According to Whorter (1999:1), vocabulary development is a skill worth the effort to improve. Vocabulary affects not only speaking skills, but reading, listening and writing skills as well. In speaking, the words chosen affect how well students understand, the impression they make and how another people react to them. In writing, vocabulary determines how clearly and accurately students can express their ideas to others. In listening, vocabulary influences how much students understand in class discussion.

b. Kinds of Vocabulary

There are four kinds of vocabulary that should be learned and mastered by the students. According to Snow and Colleagues (1998) in Tankersley (2003:66) "we all have four different vocabularies: the listening vocabulary, the speaking vocabulary, the reading vocabulary, and the writing vocabulary. The listening vocabulary develops first, followed by the speaking vocabulary, the reading vocabulary, and the writing vocabulary. The size of each vocabulary depends on the individual for instance, people who read extensively may have a particular large reading vocabulary. It means that every skill has different vocabularies. There are vocabulary for listening, speaking, reading, and writing. The students' vocabulary mastery will influence

these skills. It means that if the student are lack of vocabulary, they will get some problems in developing their language. It is impossible for student to mastering these skills without mastering the vocabulary. In line with Brunner (2012:1) "there are four distinct types of vocabularies: speaking, writing, reading, and listening. The acquisition of each impacts the ability to communicate with others".

In addition Johnson (2008:93-94) states there are four different vocabularies, they are as follows:

a) Listening vocabulary is the word that we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built.

b) Speaking vocabulary is the words that we use in conversation our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessary by itself).

c) Reading vocabulary is the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousands new words a year. Learning to read is much easier if students are reading words in their listening and speaking vocabularies make learning to read easier.

d) Writing vocabulary is the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies.

We write by using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

Based on the theories above, there are four different vocabularies. They are listening, speaking, reading and writing vocabulary. Each of them has different function. It means that if the learners want to speak something, they need speaking vocabularies. Speaking vocabulary is used to communicate. So, vocabulary is very important for the students in learning the language. Every skill in the language needs vocabulary, when the students are listening, speaking, reading, and writing. They need vocabulary. Without vocabulary the learners will not be able to develop their skills.

c. The Importance of Vocabulary

Vocabulary is very important in language learning because it is hard to use language without vocabulary. All languages skills are concerned with words. In listening, students hear words; in speaking, they speak words; in reading, they face the words; in writing, they use words; in pronunciation, they ideally practice the pronunciation of sounds within word context and it is strange to practice sounds independently of words.

Furthermore, if students understand the words by which the sounds are learned, learning becomes more meaningful, communicative and of course, effective than otherwise. So it is important that a grammarian calls it "the flesh" of a language, being the structure the skeleton (Nababan, 2004:1).

d. Testing Vocabulary

Test is to measure ability , knowledge, and performance of students in given domain that it should fulfil some criteria to be useful, the basic ones are validity and relaibility.

Ur (1991:60) states the points that need to be taught in vocabulary, they are:

1) Spelling and pronunciation

In teaching, the teacher need to make sure that spelling and pronunciation are accurately presented and learned. because in learning vocabulary, the learners have to know about the spelling a word and how to pronounce it.

2) Grammar

It is not only important in teaching and learning vocabulary, but also in learning four skills of English, listening, speaking, reading, and writing. In teaching vocabulary, the grammar of a new item will need to be taught. For example when teaching a new verb, "think", we should give its past form (thought) if this irregular and we might note if it is transitive or intransitive. It is simiarly when teaching noun, adjective, and adverb.

3) Collocation

How a lexical iem collocates can also cause difficulty.

4) Aspect of meaning: denotation, connotation, and appropriateness.

Denotation is the meaning of words that refers to the real words, a less component of the meaning of an item is its connotation.

5) Meaning relationship

It is about how the meaning of one word relate to meaning of others. It includes synonyms, antonyms, co-hyponyms, superordinate, and translation.

6) Word formation

It is about prefixes and suffixes. For example, understandable. It is also about combining two words to make one item. For example, swimming pool.

From the explanation above, it can be concluded that there are many aspects that students should have in measuring vocabulary in English. Students should be able to spell and pronounce the word, understand the meaning relationship, and students should be able to derive vocabulary in English. So, teacher can assess students' vocabulary from those aspects.

2. The Concept of Derivational Words

According to Bauer (1983:328) "Derivation is one of the main branches of morphology, the others become inflection. Derivation is the process of adding affix which: (a) creates new lexemes; (b) may change the part of speech of the base which they are added; (c) may not have a regular meaning meaning; (d) may not be fully productive and are not fully generalized".

The basic function of derivational processes is to enable the language user to make new lexemes. Lexemes belong to lexical categories

such as N, V, and A and the derived lexemes may belong to a different category than their bases.

Andrew Carstairs-McCarthy (2002, p. 44) stated that "the term'derivation' is used for all aspects of word-structure involving affixation that is not inflectional." In addition, Wassman and Lee (2000:50) affix is words structured that learn about prefixes, roots, and suffixes.

Based on the explanation above, the writer concluded that the Derivation is the process of adding affixes that consists of prefix, root, and suffix.

a. **Adverbs Derived from Adjectives**

A recent study by Mc. Carthy (2002, p. 48) proved that Some introductory treatments of English grammar talk as if not just many but all adverbs end in *-ly*. If that were true, it would be an unusual word class, all of it members being derived. In fact, simple or monomorphemic adverbs, though few in number, include some very common words (often, seldom, never, soon), and some other adverbs are morphologically complex without containing *-ly* (nowhere, everywhere, today, yesterday). Also, there are common adverbs that are formed by conversion: fast (as in *The car was driven fast*) and hard (as in *They worked hard*), derived from the adjective fast (as in *a fast car*) and hard (as in *hard work*).

b. Nouns Derived from Members of Other Word Classes

Nouns are derived from adjectives and from verbs are extremely numerous, (Mc. Carthy, 2002, p. 49) and it should be easy for thinking of many other examples on the lines of those given here. Here are some suffixes used to derive nouns from adjectives:

1) *-ity*, e.g. *purity*, *equality*, *ferocity*, *sensitivity*

2) *-ness*, e.g. *goodness*, *tallness*, *fierceness*, *sensitiveness*

3) *-ism*, e.g. *radicalism*, *conservatism*

Some of these nouns are formed from bases other than the free form of the corresponding adjective, e.g. ferocity from *feroc-* (not *ferocious*), conservatism from *conservat-* (not *conservative*). The ferocity pattern is fairly general for adjectives in *-ious* (compare rapacity, capacity alongside *rapacious* and *capacious*) but not absolutely general (for example, to *delicious* and *specious* there correspond deliciousness and speciousness, not 'delicity' or 'specity') This gappiness is a reason for counting all nouns in *-ity* as lexical items.

Even more numerous are suffixes for deriving nouns from verbs. Here are just a few:

1) *-ance*, *-ence*, e.g. *performance*, *ignorance*, *reference*, *convergence*

2) *-ment*, e.g. *announcement*, *commitment*, *development*, *engagement*

3)   *-ing*, e.g. *painting*, *singing*, *building*, *ignoring*

4) *-((a)t)ion*, e.g. *denunciation*, *commission*, *organisation*, *confusion*

5) *-al*, e.g. *refusal*, *arrival*, *referral*, *committal*

6) *-er*, e.g. *painter*, *singer*, *organiser*, *grinder*

c. **Nouns Derived from Nouns**

Not all derivational processes change word class. English has derivational processes that yield nouns with meanings such as 'small X', 'female X', 'inhabitant of X', 'state of being an X' and 'devotee of or expert on X'. Here are some examples – though by no means a complete list, either of the affixes or of their possible meanings:

1) *-let*, *-ette*, *-ie*

    a. e.g. *droplet*, *booklet*, *cigarette*, *doggie*

2) *-ess*, *-ine*

    a. e.g. *waitress*, *princess*, *heroine*

3) *-er*, *-(i)an*

    a. e.g. *Londoner*, *New Yorker*, *Texan*, *Glaswegian*

4) *-ship*, *-hood*

    a. e.g. *kingship*, *ladyship*, *motherhood*, *priesthood*

5) *-ist*, *-ian*

    a. e.g. *contortionist,*, *Marxist*, *logician*, *historian*

d. **Adjectives Derived from Adjectives**

In this category, prefixes predominate. By contrast, the prefix *un-* meaning 'not' is extremely widespread: for example, Unhappy, Unsure, unreliable, Undiscovered. Because it is so common, most dictionaries do not attempt to list all *un-* adjectives (Mc. Carthy, 2002, p. 52) . This does not mean, however, that *un-* can be prefixed to all adjectives quite freely; we do not find, for example, 'Ungood' with the meaning 'bad'.

1) Eatable/ uneatable   Touchable/ untouchable

2) Readable/ unreadable   Lawful/ unlawful

3) Legal/ illegal   Legible/ illegible

e. Adjectives Derived from Members of Other Word Classes

Some of the processes that derive adjectives from verbs are divided between derivation and inflection in a way that we have not yet encountered (Mc. Carthy, 2002, p.53). the suffixes *-ed*, *-en* and *-ing*, and vowel change, in passive and progressive participle forms of verbs. However, such forms (in italics in) can also be adjectives:

1) a not very *interesting* book

2) The party-goers sounded very *drunk*.

3) The car seemed more *damaged* than the lamp-post.

The modifier *very* and the comparative construction (*more ... than*) show that *interesting*, *drunk* and *damaged* are adjectives here, not forms of the verb lexemes Interest, Drink and Damage. (Notice that *very* cannot modify verbs, so one cannot say **That book very interested me.*) As for *drunk*, its status as belonging to a distinct lexeme here is confirmed by its special meaning ('intoxicated through drinking alcohol'), not predictable from the meaning of the verb Drink ('swallow liquid').

Suffixes that form adjectives from nouns are more numerous. Here are some:

1) *-ful*, e.g. *joyful*, *hopeful*, *helpful, meaningful*

2) *-less*, e.g. *joyless*, *hopeless*, *helpless, meaningless*

3) *-al*, e.g. *original*, *normal*, *personal*, *national*

4) *-ish*, e.g. *boyish*, *loutish*, *waspish*, *selfish*

f. Verbs Derived from Verbs

This section is unusual in all the affixes that the writer will mention it prefixes. Mc. Carthy, (2002:54) stated that Most prominent are *re-* and the negative or 'reversive' prefixes *un-*, *de-* and *dis-*, as in the following examples:

1) paint, enter   repaint, re-enter

2) tie, tangle   untie, untangle

3) compose, sensitise   decompose, desensitise

4) entangle, believe   disentangle, disbelieve

g. Verbs Derived from Members of Other Word Classes

Verbs derived from nouns and from adjectives are numerous. Some affixes for deriving verbs from nouns are:

1) *de-*, e.g. *debug*, *deforest*, *delouse*

2) *-ise*, e.g. *organise*, *patronise*, *terrorise*

3) *-(i)fy*, e.g. *beautify*, *gentrify*, *petrify*

There are also some common verbs that are derived by replacing the final voiceless consonant of a noun with a voiced one, perhaps with some vowel change too (parallel to the relationship between Belief and Believe, although there it was the verb that seemed more basic):

Nouns	Verbs
Bath	Bathe
Breath	Breathe
Wreath	Wreathe

3. The Correlation Between Students' Knowledge Derivational Word and Their Vocabulary

Most researchers will agree that there is a strong relationship between knowledge of derivational words and vocabulary. Andrew Carstairs-McCarthy (2002, p. 44) stated that "the term'derivation' is used for all aspects of word-structure involving affixation that is not inflectional." In addition, Wassman and Lee (2000:50) affix is words structured that learn about prefixes, roots, and suffixes.

White, Power and White (1989:135) found that by knowing the commonest meaning of the 'base word, the meaning could be guessed in 60% of words with the prefixes un-, re-, dis-, and in-. in the words, the more derivatives of a word a learner is introduced to, the large their knowledge of vocabulary increase. and also according Drew Johnson (1986:6) said that information from prefixes, suffixes and roots can help student learn and remember word.

As GreenWood (2010:114) Argues that knowledge of common prefixes and suffixes is very useful in generating meanings of new words. Then McWhorter (1985:21) also states that, students can expand their vocabulary significantly by learning the variations in meaning that occur when suffixes are added to words they already known. When the students

find a word that they do not know, look for the root word. Then, using the sentences the word is in figure out what the word means with the suffix added. Occasionally the students may find that the spelling of the root word has been changed. For instance, a final *e* may be dropped, a final consonant may be doubled, or a final *y* may be changed into *i*. Consider the possibility of such changes when trying to identify the root word.

Then, McWhorter (1985:21) also states that learning the most common prefixes, roots, and suffixes will provide a basis for analyzing thousands of English words.

Examples:

The article was a**compilation** of facts.

root + suffix

compil(e) + -ation= something that has been compiled, or put together into an orderly form.

Based on the experts explain above, it can be concluded that, from the derivational words knowledge, the students can influence their vocabulary knowledge. By using knowledge of derivational words in which affixation, students can expand, develop, and build their vocabulary and vice versa. It means that, the more knowledge of derivational words the students have, the more vocabulary they get.

B. The Relevant Research

The research can be accepted, and continued because it is relevant with several writers that had conducted the previous researches. However, the researches have the same objects but they have different problems.

According to Syafi'i (2007:33), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. He also says that relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers.

There are relevant researches which have relevancy to this research. They are:

1. This research has relevance with Cholo Kim entitled "Vocabulary Acquisition with Affixation: Learning English Words Based on Prefixes & Suffixes". The result of the T- test indicates that there was a significant difference in the average score of experimental group (M= 7.39, SD= 1.07) and those of non experimental group (M= 6.01, SD= 1.33). It means that, affixation knowledge in learning English words was significantly more effective.

2. This research was conducted by Masumeh Yakhabi entitled "The Relationship between Morphological Awareness and Vocabulary Acquisition of EFL Learners". The VLT results reveal that the students performed better at the 2000 level than the two higher frequency levels. There existed a significant relationship between the learners' performance on the vocabulary level test and the morphological awareness tasks. These findings implicate the importance of facilitating the students' morphological awareness in English vocabulary learning for EFL learners in Iran.

These research above have relevancy with this research. This research tell about the correlation between the students' knowledge of affixes and their vocabulary mastery. The researcher wants to research how far the correaltion between the two variables.

C. The Operational Concept

According to Syafi'i (2014: 103) operational concept are derived from related theoretical concept on all of the variables that should be practically and empirically operated in an academic writing of a research paper.

In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. This research is corelation research. Therefore, in analyzing the problems in this research, there are two variables used, they are variable X and variable Y. The students' knowledge of derivational is as variable X that find the correlation between students' knowledge of vocabulary as variable Y. According to Mc. Carthy, (2002:49) the indicators of the variable are as follows:

Variable X : The Students' Knowledge of Derivational

1. The students' ability to use Noun derived from nouns or member of other word classes

2. The students' ability to use adjective derived from adjectives or member of other word classes

3. The students' ability to use Verb derived from verbs or member of other word classes

Variable Y : Student's Knowledge of Vocabulary . The indicators of the variable are as follows:

1. The students' ability to establish the meaning of word

2. The students' ability to choose the meaning relationship (antonym and synonym)

3. The students' ability to classify and enrich the meaning of word

4. The students' ability to determine the appropriateness of expressive vocabulary.

D. The Assumptions and Hypothesis

1. The Assumption

For this research, the correlation between the students' knowledge of derivational words and their knowledge of vocabulary, it is assumed that "The more derivational words students know, the higher vocabulary mastery they can gain."

2. The Hypothesis

The hypothesis of this research is stated as follows:

Ho: (Null Hypothesis)

There is no significant correlation between the students' knowledge of derivational words and their knowledge of vocabulary of the second grade at MA Darul Hikmah Pekanbaru.

Ha: (Alternative Hypothesis)

There is a significant correlation between the knowledge of derivational words and the students' knowledge of vocabulary of the second grade at MA Darel Hikmah Pekanbaru.