The Effectiveness of Teaching Vocabulary based on Prefixes and Suffixes to Libyan Learners of English

A Graduation Project Submitted to the Department of English in Fulfillment of the Requirement of the B.A. in Applied linguistics

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Abstract
Chapter one
introduction
1.0 Introduction..............................7
1.1 research hypothesis.....................7
1.2. aim of study..........................7
1.3 significance of the study...............7
1.4. Rrasearch Question.....................7
Chapter two
Literature Review
2.1. Introduction...........................11
2.2 Affixation................................11
2.3 Experimental vocabulary..............11
Chapter three
Methodology
Table 1: number of particeipen in each
semester .................................. 13
Table 2: placement Test Result.......... 13
Table 3: the most fraquenent Affixes
and suffixes in the study ..........14
Table 4: GE-NEG comparsion of
placement test.........................14
Chapter four
Analysis
Table 5: Descriptive statistics for the 30 Day's
Vocabulary test.........................16
Table 6: the result of the posttest..........16
Table 7: EG-NEG: comparison of 30 posttest test
mean......................................17
Chapter five
Discussion .........................18
Chapter six
Conclusion .........................20
References.................................21
Appendix.................................23
Abstract

The present study is concerned with teaching the prefixes and its effect on vocabulary learning of Libyan University English students. Vocabulary is a fundamental bases of every sentences in every language. Student's vocabulary knowledge develops varieties of ways. One of the most popular strategies in vocabulary learning supported by many researchers is using affixes knowledge. Therefore, to obtain a complete picture of vocabulary learning concerning using affix knowledge, it would be desirable to observe the student performance in the light of their knowledge about prefixes.

This study investigates the relationship between teaching prefixes and its effect on vocabulary knowledge of Libyan university English Language Learners (ELL) students in Sebha -City were chosen.
CHAPTER ONE

Introduction

1.1. INTRODUCTION

English has a large, rich vocabulary, with a large number of English lexical items having been assimilated from other languages during the complex history of the language. Vocabulary is one of the most essential parts of second language acquisition and can be broadly defined as knowledge of words and word meaning. Ellis (1997) argues that vocabulary knowledge is a precondition for learners’ discourse comprehension, which allows grammatical rules to be patterned in the learners’ mind. Additionally, Hudson (2007) says language is formed of words and learners’ vocabulary is key in language and its acquisition. There are a variety of ways to effectively learn and teach vocabulary such as affixation practice, flash cards, intensive reading, and so on. Making students understand and then memorize a great deal of vocabulary is difficult for English teachers. English teachers are evaluated through the results of their students’ tests. Therefore, they tend to focus on how to improve students’ ability to get higher scores on certain tests such as mid-term, final-term, or university entrance exams. As a result of following the National Curriculum and policies of the Ministry of Education, teachers and students are rarely exposed to any strategies for vocabulary acquisition. An emphasis on spelling rules and word meanings has been used widely in Libya. Most English learners in Libya learn and memorize English vocabulary, focus on the spellings of vocabulary items, and try to memorize the English words with their meaning in Arabic. However, if students of English can learn to use prefixes and suffixes effectively, this may help them understand and use vocabulary in reading comprehension and writing composition. This study compares two vocabulary learning strategies: one using a system of affixes and the other involving a traditional form where students memorize base words and their inflected forms. First, I will explore the concept of vocabulary acquisition, particularly as it relates to affixation in the English language. Then, I will move on to the purpose, followed by a discussion of the methodology of this study.
1.2. *Research hypothesis*

There is no significant difference in the vocabulary performance of Libyan EFL learners in terms of the number of affixes.

1.3. *Aim of the study*

The aim of this study is to explore the different ways of how English words are constructed. This study also aims to investigate the effectiveness of using affixation as a tool that enhanced learning English vocabulary based on teaching prefixes and suffixes.


This study addresses two research questions:

1. How effective is it for Libyan students to memorize new words using affixation strategy practices as opposed to through a word translation approach?

2. Why do Libyan students have difficulty when trying to solve questions related into prefixes?

1.5. *Significance of the study*

There are three main significance of this study:-

First, it will investigate how words are divided to meaningful part, and will describe the morphological structure of words. This is very important and will give a great for Libyan English learners.

Second, this study will shade light on some remarks for the way how should learners understand vocabulary.

Third, it will provide some information about the strategies which can be used in learning English vocabulary.
CHAPTER TWO

Literature Review

2.1. Introduction

It is generally accepted as a truism that most students already know that memorizing English words is a very useful way to accomplish a variety of English learning acts. Examination of the best way to learn words has created a large body of research investigating how attention paid to the uses of affixes morphemes can improve overall growth in the effective vocabulary that a student has. Several important ideas have emerged from this discussion of the importance of affixed learning in language acquisition: the direct effect of learning affixes; affixation with morphological awareness; experimental vocabulary used; and finally useful acquisition strategies.

Direct effect of learning affixes. Graves (2004) argues that, in order to improve English, the most effective word-learning strategy is related to morphological awareness.

Hatch (1983) believes that affixes are organized in the human mind differently from lexical items. She suggests that some high frequency complex words may be stored in their whole forms in the mind, ready to be accessed at any time, but that some others tend to be constructed on the spot by applying morphological processes such as derivation and inflection. Sudana (2006) provides one good example of this derivational affixation.

Wysocki and Jenkins (1987) investigated whether fifth, sixth, and eighth graders use the vocabulary strategy of morphological analysis to understand complex words in their L1. Participants were given a training session two weeks before a test. They were tested on words they learned; one group studied the words related to morphological analysis and the other group did not. The researchers discovered that the students who studied vocabulary using the morphological strategy performed better, and participants understood new meanings by morphological generalization of those words sharing the same roots.

Baumann et al. (2003) researched how effectively explicit instruction on affixes and roots helped elementary student speakers of English to unlock the meaning of newly
encountered words that were unfamiliar. The results indicated that students who received instruction on affixes and roots outperformed the other students who were not taught them.

2.2 Affixation

Affixation with morphological awareness. Morphological awareness is consciousness of the meaning and structure of morphemes in relation to words (Carlislec, 1995). Wysocki and Jenkins (1987) have argued that the ability to perform morphological generation helps the development of vocabulary knowledge within an appropriate linguistic context. Knowledge of prefixes, such as the dis- in dislike, or the un- in unlock, suffixes such as the -ness in happiness or the -tion in connection or generation, and compounds, are involved in derivational morphology and inflectional morphology and are related to grammatical inflections such as the -s in cars or the ed in jumped. Morphological awareness is very flexible, and morphological awareness has a close relationship with vocabulary knowledge. Derivational morphology can change a word’s lexical category such as sing/singer or end/endless. English has right-headness, which means that the right morpheme modifies the meaning and identifies the subcategory of words (Clark, Gelman, & Lane, 1985). Affixations, such as head nouns, are important for English vocabulary learners, and are possibly associated with effective vocabulary study strategies. Clark, et al. (1985) also emphasizes head noun knowledge by comparing how Chinese and English speakers acquire vocabulary. Both English-speaking and Chinese-speaking children acquire the head noun, which is the label of a basic category; learners are then able to add a modifier to the head noun as a subcategory. In both of these languages, children have learned the meaning of a head morpheme, which is the role a prefix plays in English and are therefore able to understand its role in compound words.

2.3. Experimental vocabulary.

Vocabulary is largely classified into three groups: high-frequency words, academic words, and technical words (Ortega, 2009). High-frequency words are those that are the most common and are uttered or written most often in all uses of the language. High frequency words can also be labeled as general-service vocabulary. Coxhead (2000) states that approximately 2,000 English words (such as clock, birth, admire, popular) make up about 76 percent of all words used. Academic vocabulary can be
defined as words that are commonly used in academic texts, rather than being used in general language. There have been many attempts to classify and categorize academic words into lists for teaching and learning purposes, but the main focus has been to prepare learners for the understanding of academic reading. Two such attempts are Xue and Nation’s University Word List (UWL; 1984), and Coxhead’s Academic Word List (AWL; 2000). The UWL provides about 8.5 percent of text coverage, and AWL includes 570 word families whose words account for about 10 percent of the words appearing in an academic corpus. Finally, Chung and Nation (2003) estimate that technical words account for as many as one in three words in a science text they analyzed. Technical words are those occurring frequently in a single subject area such as accounting, nursing, or chemistry.

Useful vocabulary acquisition strategies. Schmitt (2008) says vocabulary acquisition is the most essential part of second language acquisition for enhancing L2 learners’ language development. The use of learning affixes is explored in this study, which will show how students can effectively use the strategy to increase their body of vocabulary knowledge. Teaching vocabulary is crucial for improving L2 learners’ language ability to understand reading, writing, speaking, and listening. Nation (2001) suggests four strands of vocabulary teaching. Each of them involves meaning, which Nation regards as significant when learning. They are: (a) meaning-focused input, (b) meaning-focused output, (c) language-focused learning, and (d) fluency development.

Purpose The purpose of my research is to find ways to help learners learn vocabulary. This study is designed to examine the effects of learning English affixes as a means for expanding Sebha University students’ ability to memorize English words, and aims to discuss ways of teaching English vocabulary lessons more effectively. Moreover, through the memorized vocabulary that L2 learners have studied so far, they are able to analyze and then understand reading passages or reading tests.

Some non-native speakers have trouble learning English word systems that have roots and standard rules for prefixes and suffixes that extend the way these core items are used. However, Spanish learners of English, for example, are able to acquire English vocabulary easier than Koreans. Saville-Troike (2006) says that morpheme acquisition in Spanish is virtually the same as in English. Moreover, the morphemes
often used by both of these languages have similar bases and affixes, which allow learners to use them as cognates.

Vocabulary learning and teaching is a central activity in the L2 classroom. One way in which vocabulary learning can be fostered is through the use of learning strategies. These strategies are consciously or unconsciously learned techniques for processing information in order to enhance learning, comprehension, and retention (O’Malley & Chamot, 1990). Using morphological awareness and the mental lexicon, defined as the ability to use knowledge of word rules, learners are able to increase their vocabulary acquisition ability by disassembling complex words (differences = differ + ence + -s) into meaningful parts, roots, and affixes (i.e., prefixes and suffixes), and then expanding their word knowledge to include new meanings. This can greatly enhance the learners’ ability to communicate.

In addition, words are organized in the mental lexicon according to their phonological properties with morphological knowledge as a framework for storing words (Sandra, 1994). Therefore, I would like to determine whether formally studying prefixes and suffixes is more effective than studying vocabulary without any emphasis on affixation for Libyan non-native students of English.
Chapter three

Methodology

Participants  As shown in Table 1, the students in this study included 30 Libyan English language learners between 2nd and 4th semesters, who were 19-22 years old. They attended English classes at an English language institute in Sabha University. The majority of the students were in the 4th semester, with 12 participants. The remaining 8 participants were spread out across grades 3.

Table 1: number of participants in each semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>10</td>
</tr>
<tr>
<td>3rd</td>
<td>8</td>
</tr>
<tr>
<td>4th</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

Procedure  This study employed one placement test, thirty vocabulary tests. The participants were first given a placement test in order to measure their initial English ability, and this was used to help group the students into experimental and control groups. After taking the placement test, students were classified into two groups. They were ranked based on their placement test scores and assigned numbers based on their ranks. Participants with odd rankings were selected by the researcher into the Experimental Group (EG). Those with even ranks were placed in the Non Experimental Group (NEG). Table 2 shows the results of the placement test. For the experiment, the EG was scheduled to memorize English words using affixation knowledge, while the NEG was taught vocabulary without affixation knowledge. The experiment was performed over 10 weeks, every Monday, Wednesday, and Saturday. Classes at this school lasted for 50 minutes. Ten minutes out of each 50-minute class was devoted to studying selected English words.
Table 2: Placement Test Result

<table>
<thead>
<tr>
<th></th>
<th>Experiment group(EG)</th>
<th>Non experiment group(NEG)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>2ed</td>
<td>5</td>
<td>21.83</td>
</tr>
<tr>
<td>3rd</td>
<td>3</td>
<td>19.88</td>
</tr>
<tr>
<td>4th</td>
<td>11</td>
<td>21.00</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>19.48</td>
</tr>
</tbody>
</table>

The EG was taught to use prefixes and roots to analyze English words. They were also taught suffixes and how to use them to analyze parts of speech. In the beginning part of the experiment, the teachers who took charge of the EG group explained the patterns of affixation with target words at the start of class for three to five minutes, and then the students spent the rest of the 10 minute period of instruction memorizing the words by themselves. The vocabulary list that the EG group studied consisted of 30 units, one per class day, and each unit explained the prefix used, so as to make usage clear and help the teacher’s lesson by providing additional information. Ten of the most frequently used English derivational affixes and suffixes in this study are shown in Table 3.

Table 3: the most frequent Affixes and suffixes in the study

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Frequency</th>
<th>Suffixes</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Con-and com-</td>
<td>33</td>
<td>-Ate(v)</td>
<td>23</td>
</tr>
<tr>
<td>Re-</td>
<td>21</td>
<td>-Al(a)</td>
<td>20</td>
</tr>
<tr>
<td>In-</td>
<td>19</td>
<td>-Ion(n)</td>
<td>12</td>
</tr>
<tr>
<td>e- and ex-</td>
<td>18</td>
<td>-Ive(a)</td>
<td>10</td>
</tr>
<tr>
<td>De</td>
<td>11</td>
<td>-Able(a)</td>
<td>9</td>
</tr>
</tbody>
</table>

For example, teachers explained the word, interactive, by using affixation knowledge. Inter- is a prefix with the meaning of each other and the root of the word is act. The suffix –ive is used with adjective, so teachers can demonstrate that this word is adjective, because –ive is adjective suffix. (A full list of affixes and suffixes can be found in table3.) In this way, participants were instructed in the patterns of word
structures as well as grammatical function. In contrast, for the NEG, at first, the teacher spelled the word aloud for the target words, and then had the subjects of the NEG memorize the target words for the remainder of the time. Thirty vocabulary tests were used to measure this vocabulary knowledge, and were conducted over ten weeks, on Mondays, Wednesdays, and Fridays. After 10 weeks, I collected the resulting scores on the two groups’ vocabulary tests. On the final day of the research, students were given a posttest using the grammar and affix knowledge that is also used on the TOEIC practical (table 4-5). I compared the scores from the pretest and posttest, as well as the scores between groups using t-tests to determine if students in the experimental group performed differently than those in the non-experimental group.

Placement Test The placement test was conducted two days prior to the beginning of the experiment. The same placement test was given to all participants. I selected 30 words from 50 basic English words from the elementary text books of the Ministry of Education in Libya. Most of the words from the list, such as easy, go, jump, were considered easy, so 50 words which were not easy such as boast and emphasize were selected to prepare the placement test. Next, the students were provided a list of 30 words ahead of the test, so as to prepare for the placement test. Finally, I randomly chose 30 words for the test from the original list of 30 words.

Table 4: EG-NEG comparison of placement test

<table>
<thead>
<tr>
<th>T</th>
<th>Df</th>
<th>Sig-(2-tailed)</th>
<th>Mean difference</th>
<th>Std.Error difference</th>
<th>95% confidence Interval of the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>166</td>
<td>52</td>
<td>908</td>
<td>158</td>
<td>1.274</td>
<td>Lower -2.408</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Upper -2.704</td>
</tr>
</tbody>
</table>


13
Chapter four

ANALYSIS

This study examined the differences between the EG group and NEG group in their mean scores, analyzing the result of the vocabulary acquisition tests and the posttest. A t-test comparing the EG mean on the posttest to the NEG mean on the posttest was conducted to investigate which group was more effectively taught English vocabulary. [Note that using three t-tests in this study necessitated setting the p value for each comparison at .017 in order to maintain an overall alpha level for the study of .05].

In order to answer the two research questions, first I first examined the total number of participants in each group, the mean scores, and the standard deviations for each test. Table 4 displays the descriptive statistics for both groups.

**Table 5: Descriptive statistics for the 30 Day’s vocabulary tests**

<table>
<thead>
<tr>
<th></th>
<th>EG (Experiment Group)</th>
<th>NEG (non-Experiment Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Mean</td>
<td>7.39</td>
<td>6.01</td>
</tr>
<tr>
<td>Mode</td>
<td>8.72</td>
<td>7.00</td>
</tr>
<tr>
<td>Median</td>
<td>7.43</td>
<td>6.00</td>
</tr>
<tr>
<td>Max (average)</td>
<td>9.63</td>
<td>8.70</td>
</tr>
<tr>
<td>Min(average)</td>
<td>4.63</td>
<td>3.20</td>
</tr>
<tr>
<td>Range(average)</td>
<td>6.00</td>
<td>6.50</td>
</tr>
<tr>
<td>SD</td>
<td>1.05</td>
<td>1.30</td>
</tr>
<tr>
<td>VARIANCE</td>
<td>1.15</td>
<td>1.76</td>
</tr>
</tbody>
</table>

The mean for the EG (7.39) was higher than the mean for the NEG (6.01), which might indicate an effect for the treatment. The result indicates that awareness of the morphological structure with affixation plays a key role on the Experimental Group (EG) because the mean scores (MEAN) of the EG achieved higher than those of the
Non-Experiment Group (NEG). However, it is important to note that the average reliability of the vocabulary tests was reported at .44, indicating an overall low level of consistency in scores.

**Table 6: the results of the posttest**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Experiment (EG)</th>
<th>NON-Experiment Group (NEG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Mean</td>
<td>6.52</td>
<td>4.41</td>
</tr>
<tr>
<td>SD</td>
<td>2.20</td>
<td>2.02</td>
</tr>
<tr>
<td>Variance</td>
<td>4.84</td>
<td>4.09</td>
</tr>
<tr>
<td>Rang(H\L)</td>
<td>7(10\3)</td>
<td>7(8\1)</td>
</tr>
<tr>
<td>Reliability</td>
<td>0.63</td>
<td>0.59</td>
</tr>
</tbody>
</table>

Table 6 shows that there were differences between the two groups in their mean scores. Compared with the results of the vocabulary acquisition tests, the posttest shows a clear effect of affixation in relation to grammar questions such as those in Table 6 and Appendix E.

As can be seen in Table 6, affixation knowledge is effective, since the mean score in the EG was almost two points (out of ten) higher than that of the NEG, showing strong proof that the EG learners were quite influenced by learning affixation knowledge, and the two groups’ results varied as a result of the application or non-application of this process.

**Table 7: EG-NEG : comparison of 30 posttest Test Means**

<table>
<thead>
<tr>
<th>T</th>
<th>df</th>
<th>Sig 2-tailed</th>
<th>Mean Difference</th>
<th>Std Error Difference</th>
<th>95 % confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.601</td>
<td>52</td>
<td>.001</td>
<td>2.111</td>
<td>.586</td>
<td>lower: .935, upper: 3.287</td>
</tr>
</tbody>
</table>
The t-test (Table 7) comparing the EG mean on the posttest to the NEG mean on the posttest was conducted and found $t(52) = 3.60$ and $p < 0.001$. The EG scored significantly higher than the NEG.
Chapter five

Discussion

Effective Ways to Teach Vocabulary  The first research question of this study concerns the effectiveness for L2 learners of memorizing new words through affixation strategy practice as opposed to through a word translation approach. When it comes to teaching vocabulary, teachers in Libya tend to use the word translation approach, which is focused on emphasizing spelling and meaning. However, teaching the morphological forms in addition to the target words appears to be important and effective additional way to learn vocabulary.

Morphological awareness apparently plays a significant role in L1 vocabulary development. The mean scores of the NEG showed only a modest improvement. In addition, given the differences found between the EG and NEG groups, there appears to be an advantage to teaching using affixation knowledge.

This study showed that the two groups are different, and given the higher mean values for the EG group in both the daily vocabulary tests and the posttest, there is clear indication that using affixation training helped students acquire vocabulary better than regular grammar-translation methods.

In addition, I observed that some participants in the NEG were embarrassed when they got their posttest results back and most of them were very disappointed. In contrast, participants in the EG showed various reactions. Some of them tried to use their knowledge to figure out the answers, and others indicated that they wished the teacher had given them more time for the test. The results on the posttest and the behaviors of the students were different for the two groups, perhaps because affixation knowledge raises students’ motivation to learn vocabulary effectively.

In addition, it is important that teachers utilize methods that suit the students’ level and needs. Before deciding whether the learners need explicit morphological analysis to boost their vocabulary knowledge, the learners’ morphological awareness and their vocabulary size should be investigated. In short, teachers should not neglect vocabulary acquisition. For example, before this experiment, I explained to
teachers that using an affixation based teaching method was superior to pure memorization of vocabulary. My view is that the teacher’s role is important because the teacher’s interest and teaching style affects students’ learning.

Adaption Toward Questions Related to Prefixes and Suffixes  The last question of this study is why Libya students have difficulty in answering test questions related to prefixes and suffixes. Comparing the two groups, it was apparent that the mean score of the EG, which was over one point higher than the mean for the other group, indicates the success for this model over the NEG. The NEG also appeared to have trouble processing and memorizing their new English words. One possible explanation is that the participants in the EG considered prefixes as a kind of vocabulary where the NEG did not. For the EG, one problem may have been confusion with certain prefixes, like cap, which means head in a word like captain and take in a word like capture because they had two different meanings. Having more than one meaning or diverse prefixes having the same meaning might be considered a disadvantage for the participants in the EG, but it could also be overcome by being taught through lectures or naturally by being accepted through self-reading and self study. From another standpoint, it is possible that participants in the EG became more interested and more involved in learning vocabulary with affixation. Carlisle (2000) tested the relationship between third and fifth graders’ awareness of morphological structure, and the relationship between morphological awareness and reading and comprehension. The results indicated that the fifth graders outperformed the third graders as they had more years of exposure to complex words. The present study showed that through teaching affixation knowledge, L2 English learners become able to use grammatical features or structures related to affixation questions that are essential for understanding the grammatical context. This suffix strategy could prove very useful for Libya students because through the suffixes, English learners in Libya could learn to guess the grammatical category of a word. In addition, by studying the frequency of grammatical features and structures, learners gain knowledge of structures that helpful in succeeding on the TOEIC test and other grammar tests related to parts of speech as well as vocabulary tests connected to affixation knowledge.
Many Libyan students spend a great deal of time studying vocabulary through the
word translation approach, while English teachers explicitly teach the meaning of the
vocabulary. At the same time, it is difficult for teachers in Libya to help their students
understand and use vocabulary strategies, since they have to teach multiple skills
such as reading translation, grammar, writing, and listening to various levels of
students in class. Even though teachers in Libya realize that extensive reading and
other skills are beneficial, they still feel obligated to focus on raising test scores.
Nonetheless, teachers should consider presenting the morphological forms in target
words. The experiment reported in this paper, which compared pure vocabulary
memorization with the learning of morphological forms (prefixes and suffixes),
indicated that the learners who were taught through morpheme-based instruction
made better inferences than those who were not. Future research might be useful
into the degree to which teaching affixes is differentially beneficial for high-
proficiency level learners and low-proficiency level ones.

Other research that tests English learners’ long-term memory of vocabulary
affixation knowledge might also prove useful. Teaching affixes may also be a more
effective in terms of long-term memory of vocabulary. Ortega (2009) argued that
vocabulary knowledge is one of the best-studied areas of long-term memory in SLA.
Schmitt (2008) claimed that there are two kinds of long-term memory: explicit
memory and implicit memory. Explicit memory supports recollection and implicit
memory supports skills and habit learning. Memory is a kind of storage. If learners
can arrange their storage space efficiently, perhaps the effects of learning
vocabulary through affixation might be greater.
CHAPTER SIX

CONCLUSION

Prefixes and suffixes are generally known as affixation. Affixation creates new English words by modifying or changing the meaning of a root word. One thing that students, teachers, materials writers, and researchers can all agree upon is that learning vocabulary is an essential part of mastering a second language. However, the best means of achieving good vocabulary learning is still uncertain, partly because it depends on a wide variety of factors (Groot, 2006). The ease or difficulty of acquiring another language is closely related to the target language’s similarity with the learner’s language. Shin and Milroy (2000) argued that the absence or presence of morpheme in the learner’s L1 will have a strong effect on the acquisition of morphemes in English. According to Stockwell and Donka (2001), well over 80 percent of the total vocabulary of English is borrowed and most of its words can be used with affixation. Therefore, studying vocabulary with affix systems or patterns would seem to be much more effective language learners than just memorizing words. Furthermore, using affixation strategies has another benefit, which is that it helps learners naturally expand their knowledge of meaning or grammatical categories. Thus, teachers and learners of English should seriously consider using affixation-based instruction and learning of vocabulary.
REFERENCES


APPENDIX A

1. Accurate
2. Announce
3. Admire
4. Artificial
5. Boast
6. Betray
7. Charity
8. Congratulation
9. Comprehend
10. Convenient
11. Emphasize
12. Dispute
13. Devise
14. Determine
15. Temperature
16. Suppose
17. Vital
18. Violent
19. Temper
20. Treat
21. Vain
22. Trust
23. Valley
24. Thirsty
25. Trick
Questionnaire

Q1 What do you think about learning prefixes and suffixes?
   a) Very important  b) important  c) unimportant  d) very unimportant

Q2 Do you think it is helpful to learn prefixes and suffixes?
   a) Very helpful  b) helpful  c) unhelpful  d) very unhelpful

Q3 Do you think you will use prefixes and suffixes in the future when reading or writing?
   a) very likely  b) likely  c) unlikely  d) very unlikely

Prefix

1) On picture retake day, we take school pictures.
   a) We take the picture for first time
   b) We don’t go to school.
   c) We take the picture again.

Q2 She is unsatisfied with her job.
   a) She is satisfied with her job
   b) She has a new job.
   c) She is not satisfied with her job

Q3 The test was impossible to read.
   a) The test was new
   b) The test was super hard to read
   c) The test was super easy to read

Q4 My homework is incomplete.
   a) My homework is too easy
b) My homework is finished

c) My homework is not finished

Q5 The room is unclean

a) The room is not clean

b) The room is clean

c) The room is being cleaned again

Q6 I had to reevaluate my plans

a) I made a plan for the first time

b) I did my homework correctly

c) I evaluated my plans again

Suffix

Q1 …………. Is an interesting thing to learn about

a) Migrator   b) migrate   c) migration

Q2 our bodies …………. food

a) digestion   d) digester   c) digest

Q3 the teacher asked the student to ……. The word compare

a) Definitely   b) define   c) definition

Q4 I finally made a …….. about what I want to be when I grow up

a) Decide   b) decipher   c) decision

Q5 …………. Of homework is required in school

a) completion   b) completion   c) complete

Q6 …………. is the process of adding numbers together

a) Addend   b) additive   c) addition