

## CHAPTER II

### THE EFFECTIVENESS OF UNLOCKING THE MEANING OF WORDS USING WORDS STRUCTURE CLUES TO IMPROVE STUDENTS' READING QUALITY

#### A. Previous Research

In making this thesis, the writer was considering some previous research to support the writer's thesis, those are:

1. Mustaqimatur Rohmah (Student Number: 073411016), *The Effectiveness of Using Numbered Head Together to Improve Students' Reading Ability in Descriptive Text at Eight Graders of MTs NU 20 Kangkung in Academic Year of 2011/2012*, from English Language Department of Tarbiyah Science and Teacher Training Faculty, IAIN Walisongo Semarang, 2011<sup>8</sup>. The result of this experimental research revealed that the average of the mean score of the students taught using Numbered Head Together 79.64 and regarded as highest category. The average or the mean score of the students taught without using Numbered Head Together 70.44. There was significant differences since the result that the value of  $t_0$  is 3.478. it was consulted with t table on significant level 5% = 1.67. It meant the value of  $t_0 > t_t$  or  $3.748 > 1.67$ . It meant that  $H_a$  was accepted while  $H_o$  was rejected. Since t-test

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<sup>8</sup> Mustaqimatur Rohmah(073411016), *The Effectiveness of Using Numbered Head Together to Improve Students' Reading Ability in Descriptive Text at Eight Graders of MTs NU 20 Kangkung in Academic Year of 2011/2012*,(Semarang: IAIN Walisongo, 2011), Unpublished thesis

score was higher than the t-table, Numbered Head Together was effective method in improving students' descriptive reading in MTs NU 20 Kangkung. Based on the finding, the writer assumed that Numbered Head Together can be used as one of the alternative method in teaching of descriptive reading. The similarities of this research is both of these research using experimental research. And the differences are Rohmah's research using Head Numbered Together strategy to improve reading ability, whereas the writer's research using Word Structure Clues strategy to improve reading quality. Rohmah's research using eight graders of MTs NU Kangkung in academic year of 2011/2012 as her research sample whereas the writer's researches using 3<sup>rd</sup> semester students of ELT Department at Tarbiyah Science and Teacher Training Faculty of IAIN Walisongo Semarang in the academic year of 2013/2014 as her research sample.

2. Muhammad Yusuf Mauludi (Student Number : 063411007), *The Effectiveness of Jigsaw Technique to Improve Students' Reading Narrative Text Ability (An Experimental Research with the Eleventh Grade of MAN Kendal in Academic Year of 2010/2011)*. Thesis. Semarang: Bachelor Program of English Language Education at Tarbiyah Science and Teacher Training Faculty of Walisongo State Institute for Islamic Studies, 2011<sup>9</sup>. In analyzing

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<sup>9</sup> Muhammad Yusuf Mauludi(063411007), *The Effectiveness of Jigsaw Technique to Improve Students' Reading Narrative Text Ability (An*

the data, the writer used a quantitative measurement to find the result. The analysis of the data showed that there was a significant difference of the students' achievement between experimental class and control class. The average of the students' achievement before conducted treatment 47.91 for experimental class and 47.79 for control class. The average of the students' achievement after conducted treatment in experimental class was 78.14 and in control class was 74.42. based on this finding, it is suggested that *Jigsaw* technique can be used by the teachers to improve students' ability in reading narrative text. The similarities of this research is both of these researches using experimental research. And the differences are Muhammad's research using Jigsaw Technique to improve reading ability, whereas the writer's research using Word Structure Clues strategy to improve reading quality. Rohmah's research using Eleventh Grade of MAN Kendal in Academic Year of 2010/2011 as his research sample whereas the writer's research using 3<sup>rd</sup> semester students of ELT Department at Tarbiyah Science and Teacher Training Faculty of IAIN Walisongo Semarang in the academic year of 2013/2014 as her research sample.

The book author who gives this definition explain that reading experts is what we bring to the reading of a selection is as important to our understanding of it as what the author has put into it. To the reading, we bring knowledge of and attitudes toward the sciences, social sciences, humanities. According to Dorothy Grant Henning, “Reading experts define reading as an active process of thinking to develop relationships among ideas”<sup>10</sup>. It is also one of the more difficult aspects of language to teach well with the meaning that contain in the text.

## **B. Literature Review**

### **1. Definition of Reading**

There are many definitions of reading. One of them is came from J. Charles Alderson, he stated that, “Reading can be seen as an “interactive” process between a reader and a text which leads to automatically or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Bottom-up approaches are serial models, where the reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes words and decodes meanings.

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<sup>10</sup> Dorothy Grant Hennings, *Reading with Meaning*, (USA : Prentice Hall, 1999), p.xiii

Top down approaches emphasize the important of schemata, and the reader's contribution, over the incoming text".<sup>11</sup>

Reading is useful for other purposes to any exposures to English (provided students understand it more or less) are good thing for language sticks in their minds as part the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

In Islam perspective, reading is very important in teaching-learning process. As core of learning, Allah states the command of reading by reciting his name at the first revelation. He says in the holy Qur'an in the verse of Al-'Alaq : 1-5.

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ \* خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ \*  
اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ \* الَّذِي عَلَّمَ بِالْقَلَمِ \* عَلَّمَ  
الْإِنْسَانَ مَا لَمْ يَعْلَمْ \*

“Read in the name of your Lord who created, created man from clots of congealed blood. Read! Your Lord is the most bountiful one, who taught by the pen, taught man what he did not know.”<sup>12</sup>  
(QS.Al-'Alaq 1-5)

This verse shows that Islam gives high attention of reading. It explains about how reading can be a first step of teaching learning process. If students have no motivation to read

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<sup>11</sup> J. Charles Alderson, *Assessing Reading*, (New York: Cambridge University Press, 2000), p.16-17.

<sup>12</sup> Mahmud Y. Zayid, *The Quran: An English Translation of the Meaning of the Quran*, (Lebanon: Dar Al-Chaura, 1980), p. 457.

the material taught, teaching learning process cannot run well because reading is the main way students can decode the material. Reading in Islamic perspective is not only dealing with the understanding but also interpreting and extracting the information from the text then relate it to the real phenomenon or experience readers have.<sup>13</sup>

## **2. Teaching and Learning at ELT Department**

In language teaching we use such as ‘second language’, ‘foreign language’, ‘bilingualism’, ‘learning’, and ‘language acquisition’. One would assume that as a language-conscious profession we had our own house in good order and would use terms which are neatly defined and totally unambiguous. But far from it. The ironic fact is that the terminology we need in language pedagogy is often ambiguous and sometimes downright confusing. We must from the outset be alert to this source of possible misunderstanding and try to minimize it by explaining the terms we use.<sup>14</sup>

ELT Department student is kind of adult learner. The differences between children and adults as learners have profound implication for educational practice. Contrasting adult learning with childhood learning offers one means for exploring the unique characteristics of adult learners. Malcolm Knowles has proposed

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<sup>13</sup> M.Quraisy Shihab, *Wawasan Al-Qur'an*, (Bandung : Mizan, 2003), p.5

<sup>14</sup> H.H. Stern, *Fundamental Concept of Language Teaching*, (New York : Oxford University Press, 1991), p.9

adoption of the term andragogy, the “art and science of helping adults learn”, to be distinguished from pedagogy, the instruction of children. Andragogy is grounded on four assumptions that pinpoint some of the salient features of adulthood ; first, as a person matures his or her self-concept moves from one of dependent personality toward one of a self-directing human being. Second, an adult accumulates a growing reservoir of experience, a rich resource for learning. For an adult, personal experiences establish self-identity and so highly valued. Third, the readiness of an adult to learn is closely related to the developmental tasks of his or her social role. And fourth, there is a change in time perspective as individuals mature, from one of future application of knowledge to immediacy of application, thus an adult is more problem-centered than subject-centered in learning. From these assumptions encapsulate much that is important about adult learning and development. Adults are independent beings and have forged their identities from unique personal experiences.

When the English teacher teaches to adults, they are dealing with individuals who, to a greater or a lesser degree, have a set of study skills, acquired in their previous schooling. Most adults who enroll in English courses, do so of their own volition. This is another characteristic of adult learners. Their needs may vary, but the fact of the matter is they feel an interest in learning, a need, sometimes even an urgency to study English. Some need to improve their English communication skills to do business or have

better chances of advancement in their careers. Others want to travel to English-speaking countries and want to get around on their own. Others still, simply enjoy it, or studied it when they were kids and want to take their English to the next level. Even those who are “*forced*” to study due to circumstances like relocation to an English-speaking country has a specific reason to learn, and a goal that will motivate them to learn.<sup>15</sup>

One of the greatest advantages of teaching adult learners is the incredible amount of knowledge and experience they can bring to class. We mustn’t forget that although they may know little English, they most likely know a great deal about something else, whether it is their professional area of expertise or simply a hobby, and these may be things you know nothing about. Some of this knowledge may be highly specialized or industry-related (pharmaceuticals, marketing, manufacturing) or basic knowledge of things you have no experience in like cars, sports, crafts, maybe even other languages.

### **3. Unlocking The Meaning of Words**

We are all necessarily in meaning. We wonder about the meaning of a new word. “Sometimes we are not sure about the meaning we should get from something we read or hear, and we are not concerned about getting our own messages across to

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<sup>15</sup> <http://busyteacher.org/3643-teaching-adults.html>, on 25 April 2013.



others”.<sup>16</sup> Understanding how words in our language are constructed can help us become a better reader, especially when we deal with content loaded with technical terms. That is so because the English language contains many words built from roots, affixes, and other words. A root is a basic unit of meaning in the language. Some English roots – *sing*, for example—can function as words. From that root, we can build *singing* and *singer*. Some English words are the result of compounding—putting together two words to form a new word that retains the meaning of component parts. An example is the words *roommate*, formed from *room* and *mate* and meaning “ a friend who rooms, or lives, with you.”<sup>17</sup>

As we read unfamiliar words, especially technical terms, we should apply a basic word-structure strategy :

- a. Look at a word in terms of its component parts—roots, prefixes, suffixes, other words, and syllables.
- b. Pronounce the new word by focusing on the parts and syllables.
- c. Use the meaning of the parts to figure out the meaning of the new word.

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<sup>16</sup> Charles W.Kreidler, *Introducing English Semantics*, (London : Routledge, 1999), p.2

<sup>17</sup> Dorothy Grant Hennings, *Reading with Meaning*, (USA : Prentice Hall, 1999), p.40

For example, a commonly used Latin root is an *astro*, which means “star.” Here are some words formed from *astro*. pronounce each word, focusing on the root.

*Astronomy*—scientific study of the heavens

*Astronaut*—traveler beyond the earth

*Astrology*—pseudoscientific study of the effects of heavenly bodies on people’s lives

*Asterisk*—star-shaped symbol (\*)

*Aster*—star-shaped flower

Based on our understanding of the root *astro* and our ability to use context clues, we can figure out the meaning of the italicized word in this sentence : He asked an *astronomically* high price for towing my car to the garage. We might reason : *astro* means “star.” Stars are very high in the sky. *Astronomically* must mean “high as the stars.” That meaning fits the context. An astronomically high price is very high one. Both word structures and context help us unlock the meaning of *astronomically*.

A widely used root is , or *grapho*. It means “drawn or written”. Pronounce the italicized words in the next three exercises, and predict their meanings, using both word structure and context clues.

1. She described the accident in such *graphic* terms that I felt as if I had been there.

*Graphic* means :

- a. clear or vivid.
- b. terrible.
- c. boastful.
- d. unpleasant.

2. Her brother decided to study *graphic* arts because he could draw well.

The *graphic* arts :

- a. involve physical activity.
  - b. relate to driving a car.
  - c. relate to drawing, etching, painting.
  - d. relate to mathematical graph.
3. Guglielmo Marconi was the inventor of the first successful wireless *telegraph*.

The *telegraph* is :

- a. a device for sending messages or signals over a distance.
- b. a picture tube.
- c. a computer.
- d. a television set.

In figuring out the meaning of *telegraph*, we may use the meaning of another common root—*tele*. It means “distant, or sent over a distance.” other words built with *tele* include *telegram* (a message sent by telegraph), *telescope* (an instrument for making distant objects appear nearer), and

*television* (the broadcasting of a moving image over a distance). Think about the meaning of these words : *telethermometer, telepathy, telephone*.<sup>18</sup>

#### 4. Word-Structure Clues

Words structure clues can help us to unlock the meaning of words. According to Mc Graw in his book entitled “*Analyze Word Structure*”, he said that “Word structure analysis is just what it sounds like: using the structure, or parts, of a word to figure out the meaning of the word. If we know common Latin word parts and their meanings, we will not only be able to figure the meaning of many words, but also to remember them more easily. Moreover, we will be able to recognize families of words that are based on the same word part, and we may find that it is easier to remember how to spell the words. Word structure analysis lets us confirm the educated guess we made by using context clues. Combining context clues with word structure analysis is a powerful way to unlock and remember words’ meanings”.<sup>19</sup>

We will develop strategies for figuring out the meaning of an unfamiliar word through the use of word structures,

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<sup>18</sup> Dorothy Grant Hennings, *Reading with Meaning*, (USA : Prentice Hall, 1999), p.43-44

<sup>19</sup> Mc Graw, *Analyze Word Structure*, (London: Hill Companies, Inc.,2008), p. 23

or the parts that make up the word. Specifically, we will learn how to use :

- a. roots.
- b. affixes.
- c. compound word parts.

**a. Root**

Many words we use come from a root word. As stated by Dorothy Grant Hennings, “A root is a basic unit of meaning in the language”.<sup>20</sup> Once we pull off any prefixes or suffixes. The root will be normally at the front or the back of the remaining word. Roots are base words to which other word parts are added. Each root word has a specific meaning. Once we know the meaning of a root, we will find it easier to understand and remember the meaning of words that come from it.

Although there are hundreds of roots that prefixes and suffixes can be added to, the following ones are very common and useful ones. Try to connect the roots and their meanings with words you already know that contain these roots.

<u>root</u>	<u>meaning</u>	<u>example</u>
1. aud	hear	<b>audible,</b> <b>auditorium,</b>

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<sup>20</sup> Dorothy Grant Hennings, *Reading with Meaning*, (USA : Prentice Hall, 1999), p.42

2.	auto	self	<b>autograph</b>
3.	bio	life, living	<b>biology,</b> <b>biography</b>
4.	cred	belief, faith	<b>credit,</b> <b>incredible</b>
5.	dict	say, speak, tell	<b>dictate,</b> <b>predict</b>
6.	duc, duct	lead, bring, take	<b>conduct,</b> <b>induce,</b>
7.	fac, fic	make, do	<b>factory,</b> <b>fictitious</b>
8.	fid, fidel	believe, trust, faith	<b>confide,</b> <b>fidelity</b>
9.	flect, flex	bend, curve, turn	<b>flexible,</b> <b>reflection</b>
10.	gam, gamy	marriage,	union monogamous, etc.

### **b. Affixes**

Most people are familiar with the feeling of having a meaning in mind but not knowing an existing word to express that meaning. “In many such cases, what English

speakers do is to create a new word by combining affixes and roots according to the rules of English affixing”.<sup>21</sup>

There are two classes of morphemes. A free morpheme (sometimes called a “stem” or “base”) is one which can meaningfully occur alone, e.g. *book*, *pencil*, *elephant*, *love*, *give*, *happy*, *very*. There are also morphemes that must always occur with a base, e.g. the “plural” morpheme in *books* cannot occur alone as *s*, except in a sentence like *The “s” in “books” expresses plurality*. Such morphemes are called *bound morphemes*. Other examples of bound morphemes are the “present tense” morpheme in *walk(s)*, *run(s)*, the “negative” morpheme in *(un)happy*, *(in)attentive* and the “quality” morpheme in *happi(ness)*, *sinceri(ty)*.

Bound morphemes may be classified as affixes, which are sub-divided into prefix, suffixes, and infixes, according to the way they combine with the base or stem. Prefixes occur before the base, e.g. *(un)tidy*, *(pre)school*, *(dis)like*. Suffixes occur after the base, e.g. *kind(ness)*, *angri(ly)*, *judge(ment)*, *teach(er)*. Infixes occur in the middle of the base. English has no infixes.

Bound morphemes or affixes may also be classified as derivational or inflectional according to the effect they

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<sup>21</sup> Paul W. Justice, *Relevant Linguistics*, (California: CSLI Publications, 2004), p.121

produce on the base. Derivational affixes are bound morphemes which generally combine with the base to change its “parts of speech” class. For example, *teach*, *build*, and *sweep* are verbs, but if we add the derivational affix *er* they become the nouns *teacher*, *builder*, *sweeper*. If we add the affix *ly* to the adjectives *happy*, *loud*, *smooth*, we get the adverbs *happily*, *loudly*, *smoothly*. Another example of derivational affix is *en* which can change nouns into verbs, e.g. *danger*, *slave*, *throne*, become *endanger*, *enslave*, *enthroned*. However, the part of speech is sometimes not changed by a derivational affix, e.g. *like* and *dislike* are both verbs; *true* and *untrue* are both adjectives.

Inflectional affixes are bound morphemes which carry grammatical meanings like “plural”, “past tense”, or “possessive”. In English the number of inflectional morphemes is small but they combine with many bases. They do not change the part of speech of the base to which they are added. For example, if we add the “plural” morpheme to the noun *bag*, *tin*, *church*, they remain nouns : *bags*, *tins*, *churches*; if we add the “past tense” morpheme to the verbs *walk*, *drown*, *rinse*, they are still verbs : *walked*, *drowned*, *rinsed*.

Affixes are word elements. Prefix, suffix, or infix that can be attached to a base or root to form a new word.



According to Paul W. Justice, “Affixing or derivation is an amazingly useful tool for creating new words in English”.<sup>22</sup>

### 1) Common Prefixes

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.<sup>23</sup>

A prefix is a letter group of letters added to the beginning of a word. An example of a common prefix is *re-*, which means “again”. To *reconsider* is simply to consider again. Seeing the prefix at the beginning of each word and assigning the meaning of *again* to it helps us to unlock the meaning of the whole word. However, not all word that begin with *re-* are built from the prefix.

Some prefixes create words that mean the opposite of the base word. Others pertain to time, place or location, or indicate number or quantity. Because there are many prefixes, 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 meaning. Some common prefixes, such as *de-*, are not

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<sup>22</sup> Paul W. Justice, *Relevant Linguistics*, (California: CSLI Publications, 2004), p.112

<sup>23</sup> Mc Graw, *Analyze Word Structure*, (London: Hill Companies, Inc.,2008), p. 23

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*).

### 1. Prefix that Mean “Not”

Negative prefixes are among the most commonly used prefixes. When they are added to words, they create a word that means the opposite of the base word. There are four negative prefixes.:

1. un-            **un**happy, **un**safe, **un**do, **un**wrap
2. non-          **non**stop, **non**fiction, **non**fat
3. dis-          **dis**agreement, **dis**like, **dis**able
4. in-/          **in**correct, **in**direct, **in**active, **in**justice

also appears as *il-*, *im-*, *ir-*, as in **il**legal, **im**mortal, **im**possible.

### 2. Prefixes that Indicate Location or Spatial Relationships

Certain prefixes give you helpful clues about where something is located or occurs. The prefix *in-* means not, but it has a second meaning: *in* or *into*. Prefixes that have opposite meanings are paired.<sup>24</sup>

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<sup>24</sup> Mc Graw, *Analyze Word Structure*, (London: Hill Companies, Inc.,2008), p. 25

<u>prefix</u>	<u>meaning</u>	<u>example.</u>
1. in-	in, into	<b>inhale, include, income</b>
2. e-, ex-	out, away	<b>exhale, exit, expire</b>
3. pro-	forward, forth	<b>progress, proceed, project</b>
4. re-	back	<b>return, react, refund, recede</b>
5. sub-	below, under	<b>subway, submarine</b>
6. super-	over, above	<b>supervise, superhighway, etc.</b>

### 3. Prefixes that Indicate Number or Amount

<u>Prefix</u>	<u>meaning</u>	<u>example</u>
1. mono-	one, single	<b>monopoly, monotone</b>
2. bi-	two, twice	<b>bicycle, bilingual</b>
3. tri-	three	<b>triangle, triplet</b>
4. quadr-	four	<b>quadrant</b>
5. pent-	five	<b>pentagon</b>
6. mini-	small,	<b>miniature, etc.</b>

### 4. Other Important Prefixes

Prefixes below that have opposite meanings are paired.

<u>prefix</u>	<u>meaning</u>	<u>example</u>
1. pro-	for, in favor of	<b>pro</b> -life, <b>pro</b> -choice
2. anti-, contra-	opposed to,	<b>antibiotic</b>
3. mal-, mis-	bad, wrong	<b>mal</b> nutrition,
4. bene-, eu-	good, well	<b>benign</b> , <b>euphoria</b>
5. co-/ col-,  com-	together, with	<b>co</b> operative, <b>co</b> author <b>collaborate</b> , etc.

### c. Common Suffixes

A suffix is a letter or a group of letters that is added to the end of word any may change the part of speech of that word. An example of a common suffix is *-ness*. It means “the state of”. We have seen it on nouns formed from adjectives, such as *loveliness* (the state of being lovely), *thoughtfulness* (the state of being thoughtful), and *softness* (the state of being soft).

A second suffix we probably know is *-ical* or *-al*, which simply turns a noun into a word that can serve as an adjectives. We have seen it on adjectives such as *practical* (adapted for actual use), *societal* (pertaining to society), and *theoretical* (based on theory). Another common suffix is *-ize*, which means “to make”. We have seen it on verbs such

as *civilize* (to make civil), *personalize* (to make personal), and *categorize* (to make categories).

Still another very common suffix is *-ion*, which means “state of” or “process of.” We have seen it on nouns such as *invention* (the process of inventing), *limitation* (the state of being limit), and *innovation* (the process of innovating, or creatively changing).<sup>25</sup>

a) **Suffixes that Indicate Nouns**

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

<u>Suffix</u>	<u>Example</u>
1. -ance, -ence	reliance (rely), dependence (depend)
2. -dom	freedom (free)
3. -hood	adulthood (adult)
4. -ity, -y	maturity (mature), honesty (honest)
5. -ive	relative (relate)
6. -ment	retirement (retire), etc.

These mean *a person who (does what the root indicates)*:

<u>suffix</u>	<u>example</u>
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<sup>25</sup> Dorothy Grant Hennings, *Reading with Meaning*, (USA : Prentice Hall, 1999), p.47-48

- |             |                                     |
|-------------|-------------------------------------|
| 1. -er, -or | reader (read),<br>inventor (invent) |
| 2. -ist     | soloist (solo)                      |

b) **Suffixes that Indicate Verbs**

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

<u>Suffix</u>	<u>Example</u>
1. -ate	automate (automatic)
2. -ify	liquefy (liquid)
3. -ize	socialize (social)
4. -en	cheapen (cheap)

c) **Suffixes that Indicate Adjectives**

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

<u>Suffix</u>	<u>Example</u>
1. -ful	colorful (color)
2. -ous, -ious	joyous (joy)
3. -ate	fortunate (fortune)
4. -y	roomy (room)

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

<u>Suffix</u>	<u>Example</u>
1. -al	musical (music)
2. -ic	comic (comedy)
3. -ish	childish (child)

4. -ive corrective (correct)

#### Other adjective suffixes:

<u>Suffix</u>	<u>Meaning</u>	<u>Example</u>
1. -able, -ible	able to be or do	reasonable (reason)
2. less	without	homeless (home)

#### Other Helpful Suffixes

<u>Suffix</u>	<u>Meaning</u>	<u>Example</u>
1. -ly, -ily	like, in the manner of  (creates an adverb)	friendly  (friend)
2. -ology	study or science  (of whatever the root says)	biology
3. -ism	philosophy or belief in  (whatever the root says)	terrorism

#### d. Compound words

A compound word is built from two other words. The resulting word has some of is the meaning of the two building blocks. For example, *househusband* is relatively new word made from *house* and *husband*. A househusband is a husband who stays at home and looks after house and family.

Two or more words may be joined to form new, compound words. The kinds of combinations that occur in English are nearly limitless, as the following table of

compounds shows. Each entry in the table represents dozens of similar combinations.

	<b>Adjective</b>	<b>Noun</b>	<b>Verb</b>
<b>Adjective</b>	Bittersweet	Poorhouse	Whitewash
<b>Noun</b>	Headstrong	Homework	Spoonfeed
<b>Verb</b>	-	Pickpocket	Sleepwalk

When the two words are in the same grammatical category, the compound will be in this category: noun + noun (*girlfriend, fighter-bomber, paper clip, elevator-operator, landlord, mailman*); adjective + adjective (*icy-cold, red-hot, worldly-wise*). In English, the rightmost word in a compound is the head of the compound. The head is the part of a word or phrase that determines its broad meaning and grammatical category. Thus, when the two words fall into different categories, the class of the second or final word will be the grammatical category of the compound: noun + adjective = adjective (*headstrong, watertight, lifelong*); verb + noun = noun (*pickpocket, pinchpenny, dare-devil, sawbones*). On the other hand, compounds formed with a preposition are in the category of the non-prepositional part of the compound (*overtake, hanger-on, undertake, sundown, afterbirth, and downfall, uplift*).<sup>26</sup>

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<sup>26</sup> Victoria Fromkins, Robert Rodman, Nina Hyams, *An Introduction to Language*, ( USA : Thomson Heinle, 2003), p.93



## 5. Use Prefixes, Roots, and Suffixes to Unlock Word Meanings

Structural analysis is a process of building up from small parts to the whole. This morphological process is similar in concept to the phonological process of using the smallest sounds units, the phonemes, to figure out the pronunciation of a word. The problem is that the meaning of the whole is often more than the sum of the meaning of the parts. When someone knows the meaning of the whole, the meaning of the parts can make sense. However, going from the whole to part is easier than going from part to whole. Trying to put the meanings of the parts together to come up with the meaning of the whole is a more difficult task.

**Table 1. Example of Prefix, Root, Suffix**

<b>Prefix</b>	<b>Root</b>	<b>Suffix</b>
re: back, again	cogn: know	ize: to make
con: with	bene: good	ion: state or condition
un: not	dic(t): say	al: relation to
de: down, from	greg: flock	ate: to make
	capit: head	able: able to

From the table above, lists the meanings of some common prefixes, roots, and suffixes. These parts can be combined to produce words such as the following:

1. con + greg + ation + al = relation to the state or condition of being with the flock.
2. un + re + cogn + ize + able = not able to make known again.
3. bene + dict + ion = the condition of saying something good.

4. de + capit + ate = to make the head go from.

The meaning of these words do seem to be at least roughly a combination of the meanings of the parts. In the case of congregational, one would need to use the metaphorical meanings of the church group as a flock. But, in general, there is a relation between the meanings of the parts and the meaning of the whole. David E. Freeman and Yvonne S. Freeman in their book, said that, “Readers who already understand what congregational means can see the relationship between the meaning of the whole words and the meanings of the parts”.<sup>27</sup>

Suffixes are word parts that 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 hopeful) 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, the adjective argumentative, or the adverb arguably. Still other suffixes change a verb’s tense, such as changing the present tense of laugh to the past tense, laughed. 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

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<sup>27</sup> David E. Freeman and Yvonne S. Freeman, *Essential Linguistics*, (Portsmouth: Heinemann, 2004), p.194-195

added to it. For example, they in happy becomes an “i” when suffixes are added: happiness, happily, happier, and happiest.<sup>28</sup>

Despite their limitations, suffixes are still useful. First, they often tell us a word’s part of speech. Some suffixes, for example, indicate that a word is a noun or a verb. Second, removing a suffix often let’s see what the base word is. For example, if we remove the suffix -able from the word changeable, we see immediately that the base word is the familiar word, change. Sometimes there may be more than one suffix. We may need to remove both (or all) of them to discover the base word.

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, they always appear in this order: prefix, root, suffix. When we are reading and we encounter an unfamiliar word or term, ask ourselves, “What clues do the parts of this word give me about the meaning of the word?”. Here are some very useful word parts that appear in tens of thousands of words. They’re grouped into prefixes, roots, and suffixes.

## **6. Reading Quality**

The purpose of reading is to connect the ideas on the page to what we already know. Reading makes us knowing something

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<sup>28</sup> Mc Graw, *Analyze Word Structure*, (London: Hill Companies, Inc.,2008), p. 24

that we did not know before and also enriches our knowledge. Reading can be thought as a way to draw information from a text and to form an interpretation of the information. Reading material refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. We read for a variety of purposes. We often vary the cognitive processes and knowledge resources that we use. Therefore, it is not straight-forward to identify one purpose for reading as the single way to interpret what we mean by ‘reading’. According to Norbert Schmitt stated that, “The many purposes for reading, although drawing on the same cognitive processes and knowledge resources, do so in differing combinations and with varying emphases on these processes and resources”.<sup>29</sup>

For example, when we want information from a manual, we will search for that information by some combination of scanning for key terms and skimming small segments for meaning to see if we are in the right area of the text. When we read a newspaper, we read headlines and often skim news stories to see if we want to slow down and read more carefully. When we read a good novel at night, we generally do not skim (unless we get bored), but we usually do not read carefully to remember details either. When we are trying to learn new information, we read more slowly, thinking about how information fits with prior

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<sup>29</sup> Norbert Schmitt, *An Introduction to Applied Linguistics*, (New York : Oxford University Press Inc., 2002), p.233

information in the text and with our own background knowledge. As we read for all of these different purposes, we shift how we employ our cognitive processes and knowledge resources.

Reading to learn is a process that requires, in addition to a summary version of what the text means, an array of elaborated relations created among the sets of information being processed. These relations form hierarchies of text interpretation and they need to be combined with the reader's prior topical knowledge.

### C. Hypothesis

Suharsmi Arikunto in his book entitled "*Prosedur Penelitian : Suatu Pendekatan Praktik*" stated that, "Hypothesis refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved".<sup>30</sup>

Arikunto also explained us that, "Hypothesis is the provisional answer to the problem of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested or proved".<sup>31</sup> In other word, it needs to be explored more. Because it is created from the research question by replacing word 'is there' with the word

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<sup>30</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 13<sup>th</sup> Ed, p.115.

<sup>31</sup> Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 13<sup>th</sup> Ed., p. 116.

‘there is’. If a statement is not needed to be researched is not named as hypothesis. Hypothesis is usually used in researches which applied quantitative using model deductive-verify.

This research is conducted based on the following hypothesis:  
The use of word structure clues improves students’ reading quality is effective for teaching Advanced Reading Class at 3<sup>rd</sup> Semester Students of ELT Department at Tarbiyah Science and Teacher Training Faculty of IAIN Walisongo Semarang in the Academic Year of 2013/2014.