Research Article

Students' perspectives in utilizing the affixation to learn English vocabulary: A case study at Can Tho University

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Abstract

One of the fundamental points to achieve the proficiency in English is mastering the process called word formation, or specifically affixation in English vocabulary. This paper deals with the above notion and related concepts .The study specifically investigates students' perspectives in using with 3 separate kinds affixation to learn English vocabulary by conducting a survey of 70 students at School of Education, Can Tho University, whose majors are in English language. The data, after collecting from participants, were computed with Statistical Package for the Social Sciences software (SPSS). From the survey, some important findings are discovered. The results showed that (1) students in general should be encouraged to utilize the affixation in its three kinds to augment the proficiency in English language (2) English majored students have optimistic attitude in using the three kinds to understand the meaning of unfamiliar words without using dictionary (3) the three kinds which are essential to apply widespread as intonation, meaning, stress and even speaker's feelings can be figured out. These findings are believed to made significant contributions to the second language learners.

Key words: English affixes, prefixation, suffixation, vocabulary

1. Introduction

1.1 Topic and context

In the recent years, English is seems to be more and more important in the society. In Viet Nam, the requirement of having good demand of English becomes a great interest for all of people. English is therefore a core subject in school, and may people seem to pay hid attention to this language. English in general, or its vocabulary in particular is obviously one of the most vital parts in mastering a language. However, Vietnamese people have trouble in absorbing the new words.

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In many classes in Vietnam, there is still a reality that students are asked passively to learn English. This limits the ability to enjoy a new language , therefore , it loses their interests . In practice, there are also some methods which help students better their learning style. One of them is to use the affixation. Therefore, I give a survey to prove the effectiveness of learning English vocabulary by using this way.

There have been a number of previous studies related to this subject. Nevertheless, no researchers have examined the practice of using 3 kinds of affixation to learn English vocabulary. This has given the researcher desire to carry out a research study on this issue.

1.2 Scope of the study:

Due to limited time and experience, this study focuses mainly on the applying of using the affixation to enhance the active and passive vocabulary in students in English Language Education Department, School of Education, Can Tho University. The reasons for the researcher's choice are as follows: First, the English Language Education Department, School of Education, Can Tho University has widely been known as one of the most prestigious universities of English learners in Vietnam; hence, there will be the opportunities to contact and interview with high-level students. This are assumed to have been exploited here good enough to examine its effectiveness. Second, it would be convenient and manageable for the researchers who are the experienced students of this university to administer the questionnaires and carry out some necessary procedures serving the research purpose.

1.3 Significance of the study:

The foremost significance of this study is that it would contribute to another way enhancing students' vocabulary in the English Language Education Department, School of Education, Can Tho University.

The findings of the research would provide an insightful understanding of the current situation of exploiting suitable methods to students to learn. Additionally, the teachers of English may find the recommended way a useful reference to make their learners be more interesting and motivating in studying vocabulary.

2. Literature review

2.1. SOME BASIC CONCEPTS:

2.1.1Structure of a word:

First of all, it is necessary to determine the structure of a word. Adedimeji (2005) compares it as the blocks the buildings to construct. The Oxford learner's dictionary (2014) defines it as an individual part of language determining a thing and being expressed in spoken and written form. In other words, a word is a portrayal of sounds that functioned letters or symbols together with a space in both two sides (Adedimeji, 2005). A morpheme can coin a word (Kemmer, 2003).

2.1.2Morpheme:

Morpheme is "a minimal shape" (Payne, 1997) or "the minimal meaning unit" to denote a word (Lieber, 2009). Hickey and Lewis (2013) defined it as a meaningful word or a phrase of words . Morpheme can be divided into a smaller dimension as bound or free, namely which exist in the own (e.g new in newspaper), while bound morpheme is opposite (e.g –es in suffixes) (Coates, 1999). The word undeniable can be broken into three morphemes: un-, deny, -able. Deny is called

the root. The root is the vital or core of a word which other morphological units are attached. Deny can also be a stem. A stem can be simple (deny) or complex (undeniable).

2.1.3Free morpheme:

Free morpheme is a morpheme which it can be considered as a word (e.g serve or at) (Packer, 2001). It does not require to be employed to other forms like a bound morpheme (Payne, 1997) or can be existed on its own (Lieber, 2009). It is may be a lexical or grammatical morpheme as can be seen above.

2.1.4Bound morpheme:

Bound morpheme is the opposite of free morpheme. This morpheme must be connected with another morpheme or word which aims to be" intergrated naturally in to discourse" (Payne, 1997) or can not be existed alone (Lieber, 2009). He also points out that "an affix, a root" or "a clitic" may be a bound morpheme as in g kep- in kept or –ceive in receive (Packer, 2001).

2.1.5Base:

Base is a component .It may be "a free or bound, root morpheme or complex word to which additional morphemes are added" (Johanna Rubba, 2014). For example, the word" kindness" is from "kindnesses" added the plural form –es (Johanna Rubba, 2006)

2.1.6Root:

Root can be usually regared as a free morpheme around which words are added to the affixes. It is "an unanalysable form" which embodies the fundamental meaning of a word (Payne, 1997). Example, the root "kind" can have "kindly", "kindness", "kinder", "kindest" from adding the suffix –ly, -ness, -er, -est relatively (Johanna Rubba, 2006).

2.1.7Inflection:

Inflection is, like the derivation, the process which connects the root and the affix as –s in cats or –ed in laughed (Rubba, 2006), but this does not result in a category change (Fall, 2009).

2.1.8Derivation:

Derivation is, like inflection, the process that connects the word and the affix together as –ize in modernize (Rubba, 2006) ,but   it "produce a syntactic category change as well" (Fall, 2009).

2.2 An affixation with its classification:

2.2.1 Suffixation:

As mentioned above, this part is covered with the definition and its classification. We need two elements: a stem and a prefix. At this place, I present classification of the kinds of affixation.

To begin with, according to Hornby (2010), the suffix is defined as a stem and the element called a letter and a number of it which is attached at the end. As a result, there is a change in meaning. In

other words, they can be considered as " bound morphemes" added behind the stem (Payne, 1997, Lieber, 2009).

Suffixes are derived from compound words with 3 elements: (1) The former part of compound words needs to be understandable, (2) the latter part are required to have similar meanings in most compounds, (3) the latter part are overall enough to be connected with others (Sturtevant, 1968).

Suffixes, like prefixes, have no syntactic category. However, suffixes usually classify words in accordance with a specific syntactic type. Hence, word ending in –ment are noun; words ending in –ise are verbs, and words ending in –ive are adjectives. Suffixes express the use of word rather the meaning (Reynods, 1998). He he said that, for example, the suffixes or, er or ist convey the words naming a person. However, he also points that the meaning is easily deduced without any sub-information and it is very useful to guess the meaning of not frequent words.

There is one thing interesting in English language is that a base word which is originally a verb will be changed into noun when an suffix –tion and -ation are employed, into adjective when –al is added, into verb when –ize is attached in the way as follow: convene → convention → conven-tional → conventionalize → conventionalization.
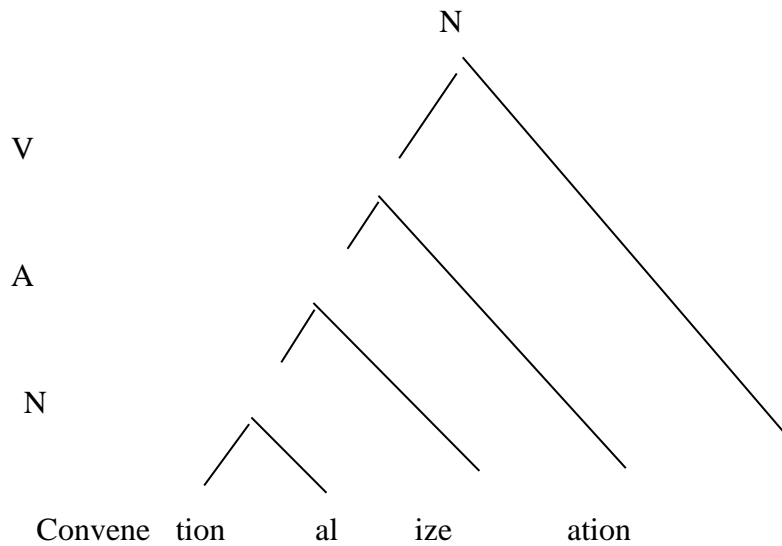
(as cited in Lieber, 2009)

Derivation by suffixes considers attached an affix with the stem, the staple of a word that stays the same when endings are added to it. It may work as a grammatical function. Suffixes can replace the word class of the base. There are different points of view so as to categorize suffixes. For example, they may be based on the word-class: nominal suffixes, verb suffixes, adjective suffixes

and adverbial suffixes. However, in the limit of the paper, I serve one of the most primary way according to the meaning of the word they form, whether the meaning is changed or not. From this category, I will describe two components: derivational and inflectional suffixes.

For the former, in linguistic, derivation involves a number of steps to derive a new word on the basic of an existing word as pore (a noun) can be changed its part of speech into porous (an adjective) when we add the suffix –ous at the end . In other words, derivational suffixes means to change from a class of grammar to another. Cortex (2006) regards it as a part of lexical morphology in the trend of function of grammar. However, the new word usually preserves the part of speech and has a new meaning, derived from the original word. It is related to the addition of a morpheme as a role of an affix as –ize, -fy, -ly, -ous. Derivational suffixes are opposite to the latter part we discuss called inflectional suffixes, the process to denote a variety of the same word as explore/explores/exploring/explored. That means it is not closely connected to the syntax of the word (Plag, 2002).

The root of words is almost added by derivational suffixes (Booij, 1995). And the most important thing is that once inflectional suffixes are added, no more derivational affixes can be allowed.

Let's look at two examples below, each base of word or a root usually a specific organization when affixes are added to

For the word derivational, we have:

+ The suffix -ation   is added to the verb base.

+ The derivational suffix –al is added to the root.
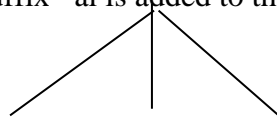
derive   _ation   _ al

For higher level, there is nearly indefinite that how many derivational suffixes a base of word can add. As can be seen, there is one prefix, one root, and even six derivational suffixes in "educationalization" .

+The derivational prefix e- is added to the verb base duc .

+ The derivational suffix ate_ion_al_ize_ate_ion is added to get the noun educationalization.
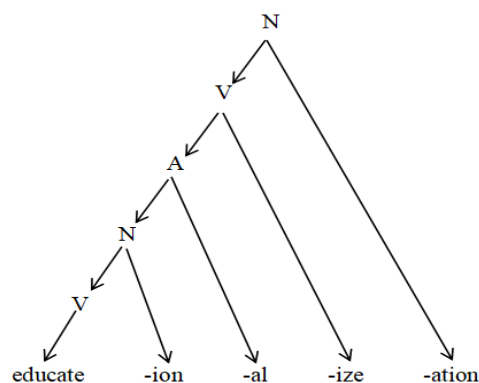
For the latter, in order to understand this notion, we first mention about morphology. According to Oxford Advanced Learner's Dictionary, it is the forms of words, studied as a branch of linguistics, and inflection is a principle kind of morphology. Besides, Cortex (2006) defined them as a branch of lexical morphology in the trend of word formation. Also, the base of the word is not to be changed (Plag, 2002). When we add the suffixes into words to figure out morphemes, the smallest unit of meaning that a word can be divided into, such as plural, singular, present, past, participle, they are said to be inflectional. In other words, they do not change the meaning of the original word. So do in "I take a bus to go to school everyday" and "I took a bus to go to school yesterday". As the word take and its past tense have the meaning in common. In "I have a dozen of eggs in the refrigerator" and "I have twenty eggs in the refrigerator", the basic meaning of eggs is exactly the same. In these cases, the suffix is attached simply for the reason of the correctness in grammar.

The order of inflectional suffixes has been concerned of many generations based on two different sides: contextual inflection and inherent inflection (Geert, 1993). He also states that the former seems to be peripheral than the latter. Taking the words of Aronoff from the book morphology by itself, he concludes that a stem "that sound form to which a given affix is attached, or upon which a given non- affixal realisational rule operates". Besides, a lexeme can have more than one stem for "a proper account of morphological operations, both inflection and derivation" in the sense of Aronoff mentioned in his study.

Tom (1992) said "Suffixes display all kinds of relationships between form, meaning, and function. Some are rare and have only vague meanings, as with the -een in seventeen. Some have just enough uses to suggest a meaning, as with -iff in bailiff, plaintiff, suggesting someone involved with law."

Anthea (2008) gave his opinion of suffixes

"Primary school children would be better at spelling if they were taught about morphemes--the units of meaning that form words--researchers claim today. . . .
"For instance, the word 'magician' consists of two morphemes: the stem 'magic' and the suffix 'ian.'
"Children find the word difficult to spell because the third syllable sounds like 'shun.' But if they knew it was made up of the two morphemes, they could make more sense of the way it is spelled, researchers suggest."

2.2.2 Prefixation:

2.2.3.1 What is the prefix:

Prefixes, also regarded as bound morphemes (Payne, 1997), are akin to add each prefix into a specific base. It stands at the end of the word base (Lieber, 2009). According to Hornby (2010), a prefix is defined as a letter or group of letters employed in the beginning of a word to change its meaning, such as un- in unbelievable and pre- in preschool.

2.2.3.2 The classification of the prefixation:

This classification is adapted by the survey of the D. Payne from the Department of Linguistics, University of Oregon.   At this place I present with 2 main parts: spartial and non-spartial prefix.

Group 1 belongs to spatial prefixes: This kind of prefix creates the relationships which happen in space and perhaps have additional meanings and various forms. This can be listed below: ab-/ abs- 'from', pro- 'forward', hypo- 'under', inter- 'between', extra- 'outside', post- 'after', circum- 'around',etc.

Another group considered is non-spatial prefixes. The smaller element is comparative relations as in hetero- 'other, different' or homo- / homeo- 'same'. The second is quantity and size like micro- 'small' and macro- 'long, large'. Negative prefixes are the third one. The meaning is the same with the title with " not" or "lacking". For example, in anti- 'the opposite of' or 'opposed to' or contra- / counter- 'opposed to, in opposition'. The last one is intensive prefixes. When we use this prefix, the meaning is in the of "very", "strongly" or something like that as in conspicuous 'very easily seen' or perfect 'completely done'.

2.5 Related studies

As stressed previously, a technique using the affixation is an powerful tool frequently employed in the process of learning English vocabulary; therefore, there is no question why the issue has been brought into research field by some scholars all over the world.

The research papers of Apel & Diehm (2013), and Nagy et al (2013) discovered the assess to prefix and suffixes through the morphological awareness. The former used these affixes for Kingdergartens and first and second grade students – simply from the early age school year, and the latter was focused on students that used chunks in acquire morphological knowledge only. The validity is not sufficient enough for the huge number of English language.

On shedding the light on this issue, the authors of Tucci et al (2014), Reeves (2010) carried out investigations of using the prefixes and suffixes in the English language teaching to students. They agreed that students seem to more fluent, and therefore manipulate the language by using these affixation. Knowing that his effort in conducting the study was praiseworthy and findings had significant contributions to the   fields. There were still limitations that should be addressed. These studies centered the teachers to give students the opportunities to use and apply the affixation. However, these are passively affected because students are not willing to use the kinds in English.

In the research of Bowers and Kirby (2009), to improve the pre - test vocabulary knowledge in terms of using new words, they investigate a number of 20 parts which are related to structure of word in morphology. They say prefixes and suffixes have the fixed spellings in spite of the change

in pronouncing which are relevant in derivations and conclude it is more advisable and useful to teach students with deep and rich instruction in limited words, not let them shallow by themselves. However, this survey is in the early stage which the others like after the pretest or in daily classes are not covered.

Research papers carried by German et al (2012), Elizabeth et al (2007), Murray, & Sayeski (2011) also discussed this problem. Notably, the authors gave a close look at affixation as focus. However, the first author conducted in the difficulties in words used in speech and language room two-syllable words or three-syllable words which are akin to prefixes and suffixes, or the influence between the mother tongue and English which is relevant to prefixes and suffixes from common to not common words, or the main focus on spelling obtaining from the prefixed and suffixed –word wordmap students used relatively. What expressed in these papers proves thoroughly the limitations not only as the primary problem mentioned above but also the lack of concentrating on helping students acquire English vocabulary interestingly, deeply and perfectly.

One of the pioneering studies on the application of using the affixation into English language is "Awareness of Derivational Morphology and its Influence on Vocabulary Retention: Investigations in Teaching and Learning Languages" by Michońska-Stadnik (2013). In this research, the researchers first presented an overview of studies knowing the morphology in derivation and its influence in vocabulary acquisition. He realizes that getting the lexical items into brain and remembering them are the two separate processes. And then, he searches for the so-called instruction in metacognition in terms of derivational morphology to absorb the English words. In this case, there are some examples are displayed from upper-secondary school students (18-19 years old). The affixes, their meaning, their parts of speech carefully teach among students. They have the chances to be interested in tasks including the word fields and helping in develop the analytical abilities. The research takes the conclusion that students are more active and comfortable in swallowing the lexical items by applying the memory and cognitive strategies, so finding a way to help students learn them is important. While the study could provide significant background and practical recommendations, it has still some perceivable limitations. Since it was conducted in the attempt of gaining the pronunciation and the meaning of the new words whereas other aspects like stress, related words are not considered. It can't be denied that the research paper achieved the primary goal, but it is covered in some common suffixes, both derivation and inflection. It is needed to have a wider picture of this matter.

These listed gaps intensify the significance of the current study which targets at entailing students to be excellent users in the future. Supported and developed from formerly conducted studies of the same fields, the current one hopes to be appreciated to as a considerable contribution.

3. Methods and procedures

3.1 Aims and objectives:

My study concentrates on the way to improve learning vocabulary.

Therefore, this study is specially targeted at:
  ➢ Looking at an overview of the background of the study with all kinds of affixation.
  ➢ Checking that whether the affixation is an useful method as well as how students' feeling are when applying it.

➢ Reconfirming the way of learning English language vocabulary effectively.

3.2 Research design

This study uses the qualitative ways, not many students are tested but the quality is mainly emphasized. Students in the survey are carefully tested. They have knowledge about this aspect and are rather good at studying. Therefore, the quality of the study is clearly stated.

3.3 Research method

In order to complete this study, I myself read and consult many books from a   number of different sources such as: from the Learning resource center, from my supervisor and even from my friends.

Moreover, I finish the survey questionnaire at Can Tho University with the help of 70 students in English major. I find out the students' attitude about affixation in learning English vocabulary which   will   help   much   more   for   my   teaching later.   Due to my lack of knowledge and experience, mistakes are something unavoidabl e, so comments on this graduation paper will be useful for my teaching in the future.

3.2 Research question:

In order to achieve the aim of this study, I set up the following

research question:

"What are the English majored students' perspectives in utilizing the affixation to learn vocabulary?

3.3 Hypothesis:

Students are tested by a piece of well-arranged papers asking them to give their answer in all dimensions of the use of affixation in learning English vocabulary. There are three components: suffixes, prefixes and infixes.

3.6 The description of the population in sampling

I have 70 university students in Can Tho University. All of participants are studying at School of Education, Can Tho University.

3.7 Data collection:

This study employed the convenient method of retrospective questionnaires and observation to attain the best exploitation of data. The set of questionnaires are used for students only.
Survey questionnaires would be delivered to 2 classes of English majored students to seek information about students' perception of and attitudes towards the ways of learning English vocabulary.
In addition, 70 students among those who have been checked in their level would take part in the interview by delivering them a number of papers or using online interviewing. This instrument is used to find out students' attitudes when they are given the survey to have feedback, students' assessment of the success of using the affixation (which will be used for discussion). The interview also clarifies any unclear or unobtainable before.

3.8 Data analysis:

First, the collected data would be classified to answer the thirteen questions and the related exercises with the aim of proving the mentioned research question. The first thirteen questions are expected to be solved whether students concern these 3 kinds of affixation by analyzing the data gathered from survey questionnaires while the data gathered from attached exercises would seek the answer to the frequency of using each type of the individual affixation. The synthesis of all the findings would help draw pedagogical recommendations.

After that, for each question, the data would be analyzed in categories, tables in which statistics such as percentage and frequency counts are calculated.

3.9 Instrument

Students are going to be given a questionnaire. They are asked to answer all the questions given in the test. Answering the questions can be carried out by two ways: paper or online, which facilitates students to be the best answering condition.

4. Discussion of findings

4.1 DISCUSSION OF THE USEFULNESS OF AFFIXES:

There are 3 criteria addressed: the actual situation, the method of students, and the background knowledge of using these kinds of affixation.

4.1.1   The current state of   applying the three kinds of affixation in Can Tho University students:

The results have inferred and open a new page for students to search the way to learn English vocabulary effectively. Most of the 2nd and 4th year students are quite clear and good in using the affixation as an active and passive English vocabulary. According to the data from the survey, 96.92% of English students agree with the opinion that suffixation is the first choice affixation they use to learn vocabulary among the three. However, 34.8% percent seems to be lazy in using this method because they are affected by the learning style in the past: teachers in high school and secondary school ask their students to learn the words by heart (46.4%).

From time to time, they are familiar with the affixation and motivative in studying (59.4%) during the time they study in the previous grades.

4.1.2 The method used frequently in Can Tho University students:

As mentioned in the first item, the effect of traditional learning method is so deep that so many English words are not to be mastered among students. Reality shows that students really have a good way in learning affixation: 53.6% of students figure out the meaning of each affixes, and then put into a distinguished catalogues in order to remember in their own ways. In addition to this, 29% students writes each of the same affixation, finding the same characteristics in them to connect them systematically and appropriately, but it seems that the time they learn the words is usually quite long, from 5 or 10 minutes. They also work by individual (49.3%). This means the ability to study individually is so high.

4.1.3 The background knowledge in the affixation of English majored students:

A list of 8 questions with 1120 expected variables prepared before was delivered to the participants, which aims to test their prior knowledge. There is one unexpectedly new thing that

needs considering is that English majored students are quite good (70%) in applying the three affixes in exercise. They can analyze correctly and perfectly in this kind of the affixation. Especially, 58% students can answer the last question which requires the background knowledge about the specific words. What is more, they can finish successfully some of questions about prefix (more than 79% in sentence 2 and 7). Maybe this aspect is quite hard to students. Students seem to be make mistakes in question number 5 and 8 which totally about 55% receive the right answer. This means that half of the learners seem to make some mistakes at this vocabulary aspect in the first test. In the second time, after they get experience to use the affixation, they retake the test. The test unexpectedly increases which the proportion in all is completely 100%. This means students are able to use this method to apply in their learning style because they can finish the test easily. Through this table, it also embodies the ability of using affixation among Can Tho University students. After making some wrong sentences in the first time and considering the questions carefully, they can finish their work with the percentage of 100. This proves that morphology or word formation aspect should be widely taught in university not only in some subjects in order to have a profound impact on habits of students' learning habits as well as achieve the high-level words.

4.2 INFLECTIONAL AND DERIVATIONAL SUFFIXES:

Let's first consider the suffixes in its two types:
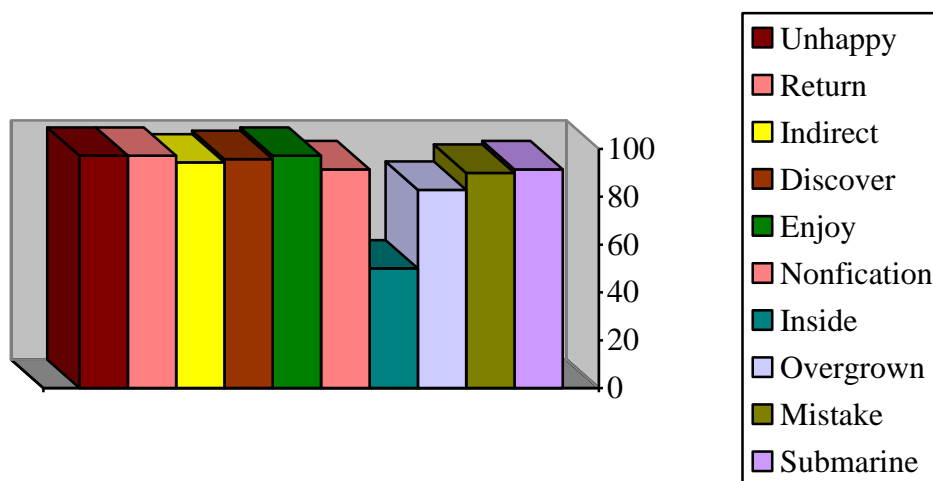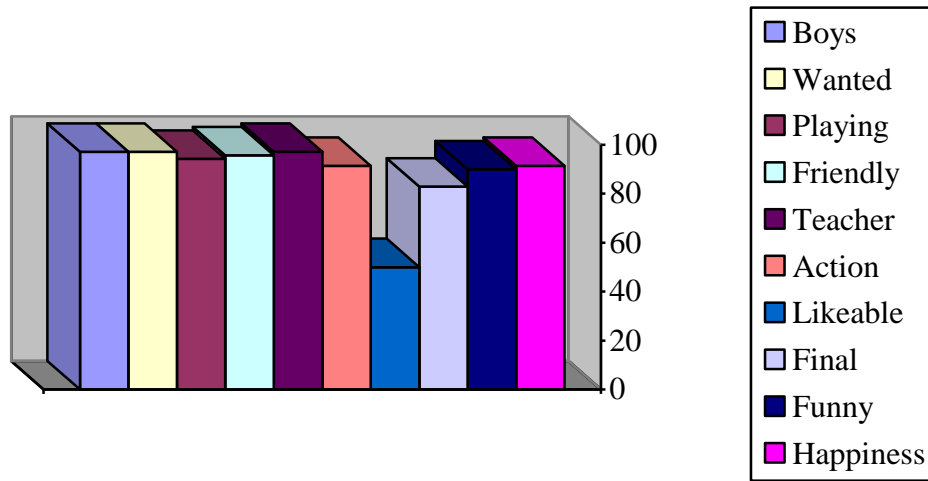
Graph 4.2.1: The English majored students in using the inflectional and derivational suffixes

Here is the overall result:

Table 4.2.1: Percent of suffixation used among students.

Suffixation	Number of answers		Average
	Familiar	Unfamiliar	
Total(%)	1357	43	96.92

Overall, of all the common suffixation, students get the 96.92 percent- the highest score among the three which makes the data satisfied. Students in English Language Education Department in general and in this survey are good at Suffixation knowledge with only 0.3% being not familiar with investigated words. This is really the best selected kind so as to help students achieve and digest English vocabulary effectively. We hence can say that the prefixation is the area that most of the students know. It is understandable because the suffix is easier than the other.

4.3. PREFIXES:
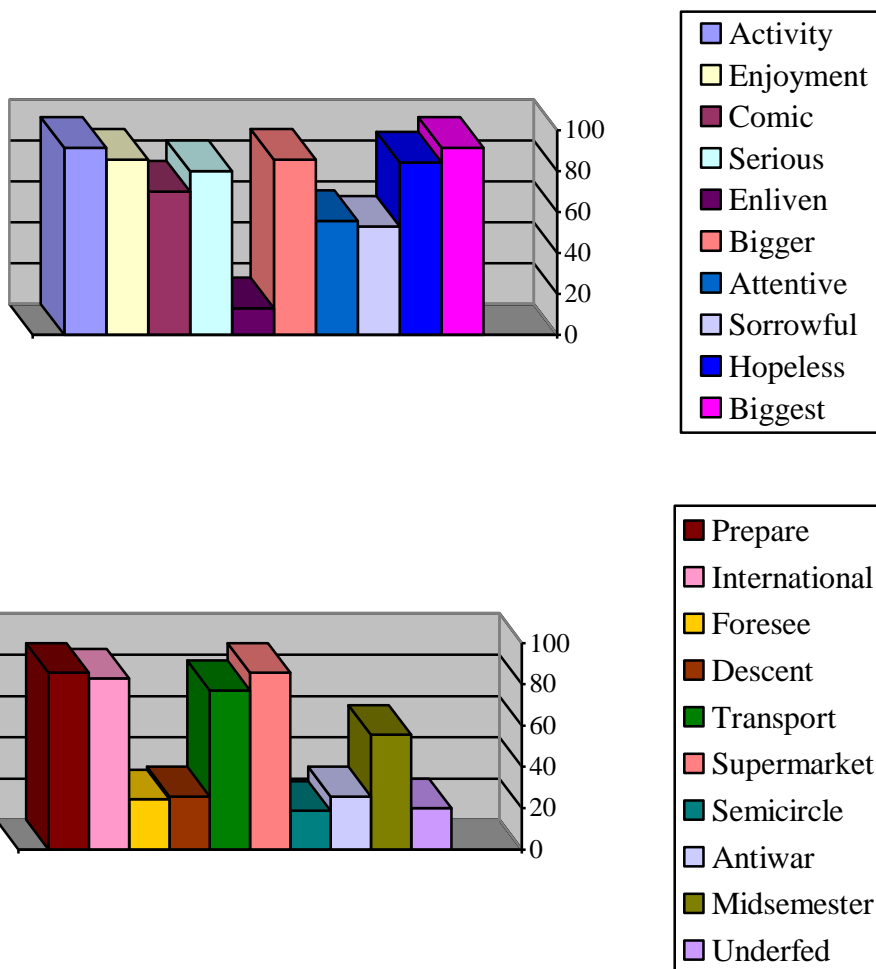
Graph 3.1: The English majored students in using the prefixes.

The total result is displayed below:

Table 3.1: Percent of the prefixation used among students.

Prefixation	Numbers of answers		Average
	Familiar	Unfamiliar	
Total (%)	1300	100	92.85

As can be seen from the table, the proportion in being familiar in prefixes is 80% , ranking the 2nd among the three. Let's consider in detail, 13 items to which students get used in spite of the 7 others make up with poor grades, typically foresee – 24.4%, semicircle – 18.6%, Underfed – 20%, antiwar – 25.7. Therefore, the prefix is regarded as the second widely used among the three.

Obviously, students misunderstand in some words which are less frequently used. They take more time on these words.

4.4 INFIXES:

Legend:
- Im-fuckin-portant
- im-fuckin-believable
- Vio-ma-lin
- Syndi-ma-cated
- Saxo-ma-phone
- Edu-ma-cate
- Sophisti-ma-cated
- Urs(a)-ma-la
- Compli-ma-cated
- Edu-ma-cate

Legend:
- Taba-ma-ble
- Washa-ma-shing
- Parta-ma-ty
- Pur-ma-ple
- To-bloody-gether
- Ad-bloody-vance
- Per-bloody-haps
- E-bloody-nough
- Fan-bloody-tastic
- Abso-bloody-lutely
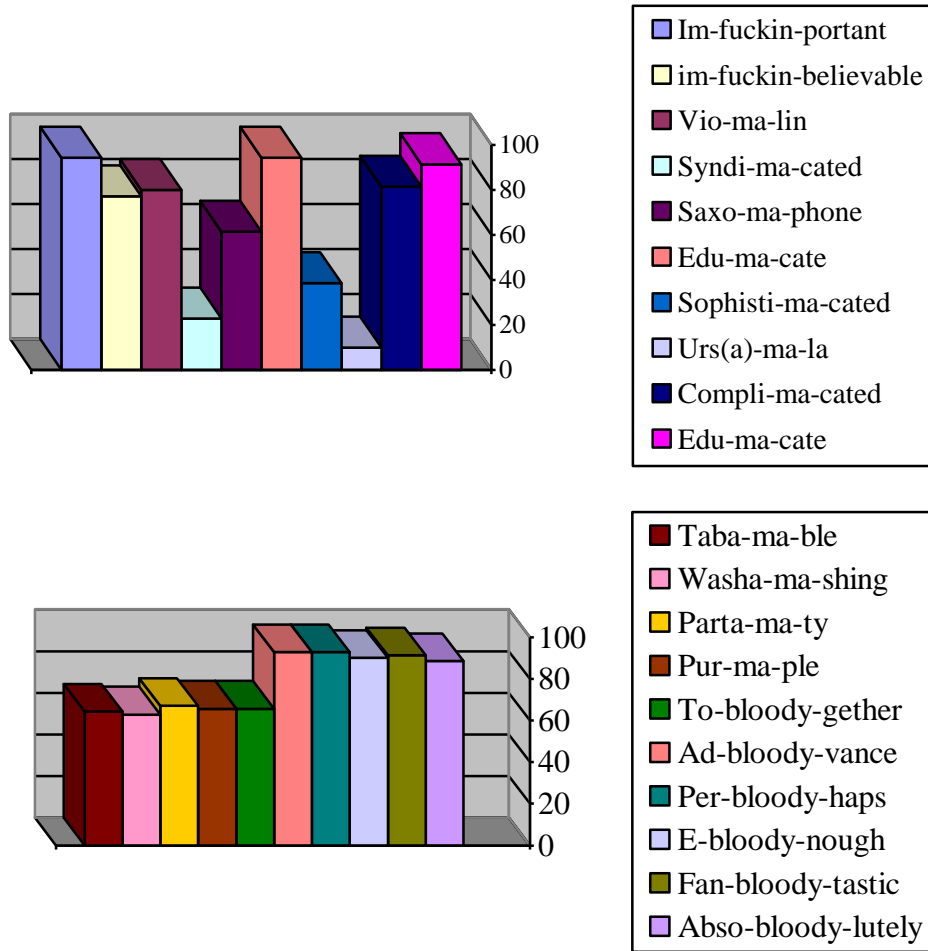
Graph 4.1: The English majored students in using the infixes.

Table 4.1: Percent of the infixation used among students.

Infixation	Number of answers		Average
	Right	Wrong	
Total(%)	1003	397	71.64

This kind of affixation is prone to be arduous to recognize, so it is understandable when the 3rd data is not large. From the survey, students automatically can recognize and write the affixation words, but not knowing the words. As a result of it, the average is only 71.64%. This means the

frequency of this affixation is the least popular among the other. This data states that the infixation is not focused on the school curriculum. It may be an hindrance for students. However, for students whose major are in English, this is a staple to consider. It cannot be denied that the infixation is usually used as a slang phenomenon, but as a role of researchers in English, we need to regard it seriously to be perfect in English

5. Conclusions and recommendations

5.1 Conclusion

Prefixes, suffixes, and infixes, generally known as affixation, are essential for university students. We have looked through the theory background of affixation and its classification. Even though it is not so much in detail, but the writer thinks the study has given enough information so as to help students have a basic knowledge of the not quite familiar: prefixes, infixes and suffixes. Affixation creates new English words by modifying or changing the meaning of a root word.   Besides, the writer also implements a survey to check the effectiveness of affixation in learning English vocabulary. This survey has given some findings. In fact, at the end of the survey the results have shown the convinced results to make sure the importance of using this method. Obviously, it can be strongly confirmed that it is really important and necessary so as to learn English vocabulary by affixation among students. Evidences from the survey also has shown the effectiveness of using affixation among the three, especially in prefixes (92.85%), suffixes (96.92%) and in the infixes (71.64% - mainly focused on the phonology). Therefore, in class teachers can apply this method in order to help students to improve the number of vocabulary.

Major findings and implication:

5.1.1 Effective ways to learn vocabulary

The research question of this study concerns the attitude of using affixation in learning English vocabulary. In addition to other methods to help students learn vocabulary well, using the affixation is also one of them. Through out this survey, the writer hopes to prove the effectiveness of affixation. This are seems to be unfamiliar to most of students, but the writer thinks that students can learn a lot of words based on this method. It can be denied that each person will have the own ways to study. However, one of the benefits when university students apply this method is that they will have a perfect learning style because learning in this ways is very systematic. It does not mean that there is no negative side. What the writer means here is to use the affixation so as to have a number of words in the mind like other strategies.

The study hence notes that they tend to neglect this approach as they prefer to focus exclusively on certain approaches that have been brought out by instructors, for example. It would progressively be useful to follow this kind of methods if there is a setting in which students can establish style of learning in this field.

In fact, the study demonstrates that, through utilizing affixation, students are not only able to know a term themselves, but are also able to explore certain things. Part of speech is the first thing we can deduce by studying affixation. That suffix or prefix has its function as an adjective or a noun, etc. as it is added to another base. The second element is the essence behind it. Each affix adds its

own sense to a specific context. We can understand as many terms as we can, thus. In terms of infixation, we can see the tension of the word as it is normal for the infix to be added to the key tension of the phrase. This is one of the major conclusions of this study.

5.1.2 Adaption toward the teacher-student relationship related to Prefixes and Suffixes:

The question of this study is the problem of affixation, namely prefixes, suffixes and infixes. Reality has shown that this aspect is quite difficult. Students truly do not have the time to take each piece of words to divide them into each category as there are other things that they need to consider. Instead, it is necessary to make a connection between teachers and learners. In fact, there has to be an adjustment to instructing and learning affixing today. Firstly, the learning setting plays a vital function. With the aid of teachers and educators, this allows to inspire students to acquire English language quickly, as well as empowers them to be well-informed, not to practice through responsive yet effective usage of terms. Second, it is split into two objectives: short-term achievement – students should accomplish assignments or even in-class and take-home exams for higher grades.As a consequence, they promote thinking abilities and encourage them to pursue strong academic success in language and long-term goals-as a instructor in the future, that will be reinforced and empowered to deliver more interesting learning methodsto prospective students who are engaged in acquiring hard-won vocabulary.Moreover, the learners' needs should be considered carefully because this aspect is also an integral part during their entire time of learning after graduation. They are trained to be an expert in English, so they need to research in this area.

5.2 LIMITATION:

This survey reported in this paper has partly met the demand to increase the active English vocabulary among the students. However, with the limit of the study in Can Tho University and not many students are tested (70 students), the study seems not to be almost correct with greater areas and numbers in all of the students in School of Education or in Can Tho University. This put the writer the anxiety and concern. Besides, the research has been implemented for a short time which leads to the fact that the students have little time to think the problem over.

In this study, the writer worries about the fact that it seems to be ignored by students in this aspect of English vocabulary, namely morphology. In fact, this area is very crucial for students to study. Therefore, the question for higher research of the hindrances in morphology impediment students to achieve the proficiency in English language making the author concerned because the writer has the ambition to carry out the series of research process in aiding students to be perfect in learning English vocabulary

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APPENDICES

QUESTIONAIRE FOR STUDENTS

1. Look at the affixation below and put a cross (x) in which kinds of affixation you use during your English learning process.

Kinds of affixation	Always	Often	Sometimes	Rarely	Never
re-					
-cy					
hyper-					
-ness					
post-					
-able					
-fy					
inter-					
-bloody-					

-less					
bi-					
-godam-					

2. For each of affixation, as   –ery   in slavery, How much time do you spend for each?
A.   less than 10 minutes.
B.   more than 15 minutes
C.   10 - 15 minutes.
D.   Others . …………
3. In which case does the affixation, including the prefixation, suffixation and infixation, helps you to remember quickly? (You can choose more than one idea)
A.   in yourself   ☐
B.   in groups
C.   in pairs   ☐
D.   the whole class
4. What do teachers usually do to help students learn a word in class? (You can choose more than one idea).
A.   Asking students to learn by heart.
B.   Learning in group
C.   Giving a way for students to follow.
D.   Others…………………………………….
5. In learning by using the affixation, what do students usually do: (You can choose more than one idea)
A.   Write down onto the paper for the same affixation, find the same affixation, find the same characteristics to connect the words together systematically .
B.   Find the meaning of each affixation, put them in a category and find the way to remember words in experience:
C.   Learn by random, not follow any procedures..
D.   Others…………………………………….
6. When you learn in this way, you can: (You can choose more than one idea)
A.   Have the motivation in learning
B.   Be confident in using the language.
C.   Have more time to study
D.   Have the cooperation and interaction to others
E.   Have nothing
F.   Others…………………………………
7. This method helps you learn: (You can choose more than one idea)
A.   Meaning
B.   Part of speech
C.   Stress
D.   Knowing more words
E.   Others ………………………………………

8. What is your problem when you learn by using this method? (You can choose more than one idea)

A. You feel lazier
B. You can only learn few words.
C. You feel hard to understand
D. Your classmate disagrees to learn with this ways
E. Others. …………………………………………

9. In your opinion, which element does learning by using affixation depend on ? (You can choose more than one idea)

A. ☐ The frequency of appearing the word.
B. ☐ Prefix is easier
C. ☐ Suffix is easier
D. ☐ Infix is easier
E. ☐ Others …………………………………………

Thank you for your cooperation!

PREFIX/SUFFIX MULTIPLE CHOICE QUESTIONS

Circle the best available answer for each of the following:

1. The newspaper is a BIWEEKLY:

a) the newspaper is published once a week

b) the newspaper is published three times a week

c) the newspaper is published twice a week

2. This medicine is a nasal DECOGESTANT.

a) the medicine helps to reduce nasal congestion

 b) the medicine causes nasal congestion

 c) the medicine makes your nose bigger

3. That shopping bag is REUSABLE

a) throw the shopping bag away, we won't need it again

b) don't throw away the shopping bag because we can use it again.

c) if you throw the shopping bag we cannot use it again

4.   I'm sorry I MISREAD the notice and therefore MISUNDERSTOOD the message.

a) Did not read the notice correctly and therefore did not understand correctly.

b) Read the notice and understood the message correctly

c) Did not read the notice and therefore did not understand the message

5. We usually do not publish articles we do not PREVIEW.

a) we usually read articles before publication

b) we do not read articles after publication

c) we read articles the day we publish them

6. REFORESTATION will help you restore the environment.

a) planting trees again will REPLENISH our environment.

b) cutting down trees will further help to worsen the environment.

c) forests should be cut to improve the worsening environmental pollution

7.   DEFORESTATION will cause the environmental DEPLETION.

a) Means planting trees will help our environment from DEPLETION

b) Means cutting down trees will cause further environmental DEPLETION

c) Means too many forests will cause further environmental DEPLETION

8.   Why is it called" OCTOBER"   while it is not the eighth month of the year?

a) Because this is an exception with the **OCTO** prefix.

b) There is no reason why.

c) Because October used to be the eighth month of the Roman Calendar.

This is the answer key. You have to consider it carefully before doing the 2nd time.

1. c - BIWEEKLY

the newspaper is published twice a week

2. a - DECOGESTANT

  the medicine helps to reduce nasal congestion

3. b - REUSABLE

don't throw away the shopping bag because we can use it again

4. a - MISREAD - MISUNDERSTOOD

Did not read the notice correctly and therefore did not understand correctly

5. a - PREVIEW

we usually read articles before publication

6. a - REFORESTATION

planting trees again will REPLENISH our environment

7. b – DEFORESTATION - RESTORE

Means cutting down trees will cause further environmental DEPLETION

8. c - OCTOBER

Because October used to be the eighth month of the Roman Calendar

=> Turn to the next page

Now, please do again: Try not to be wrong.

PREFIX/SUFFIX MULTIPLE CHOICE QUESTIONS

Circle the best available answer for each of the following:

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b) Means cutting down trees will cause further environmental DEPLETION

c) Means too many forests will cause further environmental DEPLETION

N^0	New words	Original words	Words you know
1	im-fuckin-portant		

8) Why is it called" OCTOBER" while it is not the eighth month of the year?

a) Because this is an exception with the **OCTO** prefix.

b) There is no reason why.

c) Because October used to be the eighth month of the Roman Calendar.

=> Turn to the next page

Sentence 11:

Now, write down the original words (not added the infixation) into the middle column and take a cross (X) if you know it before.

Ex: abso-bloody-lutely →   absolutely.

2	un-fuckin-believable		
3	vio-ma-lin		
4	syndi-ma-cated		
5	saxo-ma-phone		
6	edu-ma-cate		
7	sophisti-ma-cated		
8	urs(a)-ma-la		
9	compli-ma-cated		
10	wonda-ma-der		
11	taba-ma-ble		
12	washa-ma-shing		
13	parta-ma-ty		
14	purpa-ma-ple		
15	to-bloody-gether		
16	ad-bloody-vance		
17	per-bloody-haps		
18	e-bloody-nough		
19	fan-bloody-tastic		
20	abso-goddam-lutely		

N⁰	Prefix	Order of familiarity			
1	unhappy	1 5	2	3	4
2	return	1 5	2	3	4
3	indirect	1 5	2	3	4

4	discover	1 5	2	3	4
5	enjoy	1 5	2	3	4
6	non-ficication	1 5	2	3	4
7	inside	1 5	2	3	4
8	overgrown	1 5	2	3	4
9	mistake	1 5	2	3	4
10	submarine	1 5	2	3	4
11	prepare	1 5	2	3	4
12	international	1 5	2	3	4
13	foresee	1 5	2	3	4
14	descent	1 5	2	3	4
15	transport	1 5	2	3	4
16	supermarket	1 5	2	3	4
17	semicircle	1 5	2	3	4
18	antiwar	1 5	2	3	4
19	mid-semester	1 5	2	3	4

| Sentence | 20 | underfed | 1 5 | 2 | 3 | 4 | 12: Now |

+ Circle number 1 (if you are familiar)→ to number 5 (in case you never take a look at it)

* One word → one number.

* 1: very familiar; 2: quite familiar; 3: familiar; 4: slightly strange but still familiar; 5: not familiar

N⁰	Suffix	Order of familiarity

=>Turn to the next page.Sentence 13: Now:

+ Circle from number 1 (if you are familiar)→ to number 5 (in case you never take a look at it)

* One word → one number.

* 1: very familiar; 2: quite familiar; 3: farmiliar; 4: slightly strange but still familiar; 5: not familiar

1	boys	1	2	3	4	5
2	wanted	1	2	3	4	5
3	playing	1	2	3	4	5
4	friendly	1	2	3	4	5
5	teacher	1	2	3	4	5
6	action	1	2	3	4	5
7	likeable	1	2	3	4	5
8	final	1	2	3	4	5
9	funny	1	2	3	4	5
10	happiness	1	2	3	4	5
11	activity	1	2	3	4	5
12	enjoyment	1	2	3	4	5
13	comic	1	2	3	4	5
14	serious	1	2	3	4	5
15	enliven	1	2	3	4	5
16	bigger	1	2	3	4	5
17	attentive	1	2	3	4	5
18	sorrowful	1	2	3	4	5
19	hopeless	1	2	3	4	5
20	biggest	1	2	3	4	5

THE END