IMPROVING STUDENTS' ABILITY IN USING DERIVATIONAL SUFFIXES
BY USING FLIP A-CHIP TECHNIQUE

a final project

submitted in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan

in English

by

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APPROVAL

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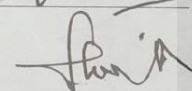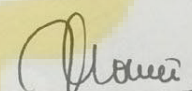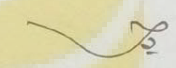
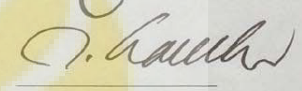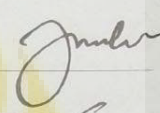4. **Second Advisor as a Second Examiner**
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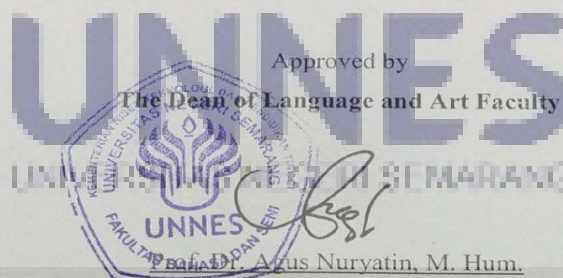
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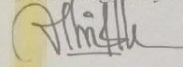
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DECLARATION OF ORIGINALITY

I, Mufidah, hereby declare that this final project entitled *Improving Students' Ability in Using Derivational Suffixes by Using Flip A-Chip Technique* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, July 2016

Mufidah

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MOTTO AND DEDICATION

"Definiteness of purpose is the starting point of all achievement"

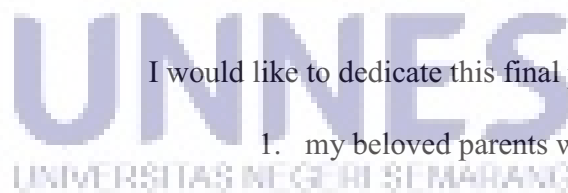(W. Clement Stone).

"Do your own thing on your own terms and get what you came here for"

(Oliver James).

"The whole purpose of education is to turn mirrors into windows"

(Sydney J. Harris).

I would like to dedicate this final project to:

1. my beloved parents who always give me love and support,

2. my lovely brother, and

3. my best friends of English Department 2011.

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My honor also goes to Mrs. Dra. Moeryati, M.Pd., the principle of one of the vocational schools in Semarang, all teachers, for their guidance and permission to do the research there, and to the students of Class XI accounting for their cooperation.

I would like to devote my deepest gratitude to my parents (Malkan and Siti Fatimah) and my brother (Arifuddin) for having given me their never ending support, love, and prayers. Last but not least, my sincere appreciation also goes to DACONS (Memet, Icha, Iche, Itul, Tessa, and Wiwid), all my friends of the English Department,

and ALIMers for the encouragement, great care, and beautiful memories that we shared together.

I realize that there are many shortcomings in this final project. Thus, I will be grateful for any correction, comment, or criticism to this research report. Finally, I hope that this final project will be useful for the readers.

Mufidah

ABSTRACT

This final project concerns with the use of flip a chip technique in improving students' mastery of derivational word. The objective of this research is to investigate to what extent flip a chip technique gives its influence in teaching derivational word to the vocational high school students.

This study used action research design. There were two cycles of action in this study. This research was started with an initial pre-test and ended with a final post-test. In each cycle there were pre-test, treatment, and post-test. Tests were used to collect the quantitative data. Meanwhile, observation checklist and questionnaire were used to gather the qualitative data. The students of class XI accounting of a vocational school in Semarang were chosen as the subjects of this study.

The study showed that the technique could give a great help to the students in improving the mastery of derivational word. By comparing the mean score of the initial pre-test and the final post-test, a significant improvement could be seen. The students' mean score of the final post-test (82.08) was higher than that of the initial pre-test (56.81). This improvement was also supported by the results of observation checklists and questionnaire. Based on the observation checklists, the students' attitude improved. Their participation in Cycle 2 was better than that of Cycle 1. Moreover, the result of questionnaire showed that the students gave positive perception towards the use of flip a chip technique.

By referring to the results, it can be concluded that flip a chip technique gave a good contribution to the improvement of the students' ability in mastering derivational word. Therefore, the use of that technique as an alternative way to teach derivational word is recommended. Through this technique, teachers are expected to be able to increase the students' interest and motivation in learning derivational word.

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CHAPTER I
INTRODUCTION

Chapter one discusses the background knowledge of the topic being studied. Entirely, this chapter consists of seven parts; background to the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study and outline of the study.

1.1 Background to the Study
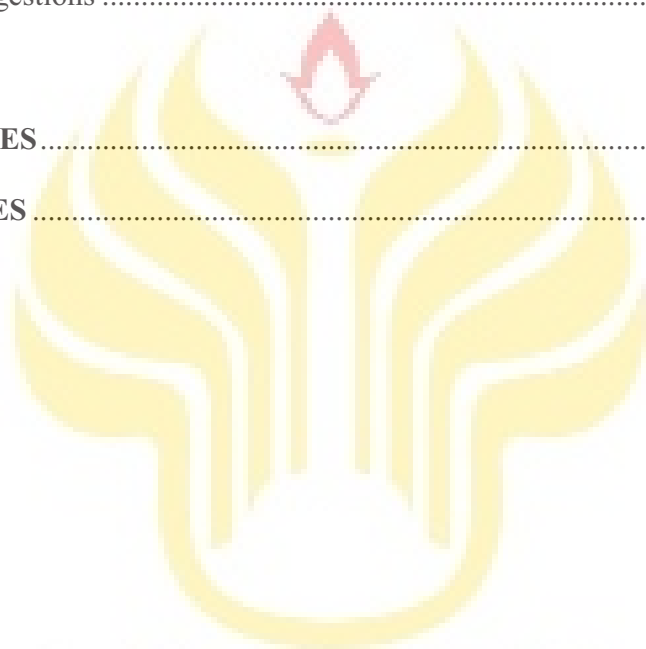
During my training as a teacher in SMK Roudlotul Mubtadiin Jepara, before conducting practice teaching, I conducted classroom observation. As a teacher candidate, I learned the curriculum including syllabus and materials in order to know the materials that had to be taught in that academic year. Based on my classroom observation, I found that many students still had some problems in learning English especially about the vocabulary that they had. They still had difficulties in reading and writing skills. In reading and writing skills, the central intention is about words. Therefore, students should understand words if they want to obtain the meaning of the text entirely. In fact, in reading, the students could not get meaning of the text entirely and also in writing, their ability in making a new word was still low, like changing the words from noun to verb, verb to adverb, or vice versa.

One of the reasons why the students had those problems came from the teacher. As a matter of fact, teacher plays an important role in pursuing the students' motivation

In learning a vocabulary. These students' problems came up from some possibilities. First, in the teaching and learning process, the teacher still taught using conventional method. She did not use any techniques or media that were effective in teaching vocabulary. Actually, technique or media can give the students' motivation to improve their passion in learning English. Second, in teaching vocabulary, the teacher just explained the materials and the students just paid attention to the teacher's explanation. Third, in delivering materials, the intensity of vocabulary teaching was still low.

Other reasons that showed the cause of the students' problems came from the students themselves. The students' vocabulary mastery was still low. Besides, the techniques that were used by the teacher made them easily get bored. Therefore, they were not interested in the materials that were delivered by the teacher. This condition was getting worse with the students' condition or motivation. They almost did not have any passion to study. As a result, they had difficulties in learning English.

In an effort to answer the problem above, I decided to conduct a research in one of vocational school in Semarang. In this research, I used Flip a chip technique as a new strategy in order to improve the students' mastery of derivational suffixes.

1.2 Reasons for Choosing the Topic

The use of media was chosen since it was still ignored in vocabulary teaching and learning process. Media are tools and materials used by teachers in teaching and

learning process. The use of media facilitated the teacher and students to reach the goals of the study. It helps the students motivate themselves in their learning process. Therefore, teaching vocabulary by using media can gain students' interest and make them more active.

There are many techniques or media that can be used for teaching vocabulary, like applying cooperative learning or games. In this research, I chose Flip A Chip technique to teach vocabulary because it is such an attractive technique that is very interesting. By using this technique, students can study and play games at the same time.

1.3 Statements of the Problems

In line with the background to the study, the research problems are as follows:

1) To what extent does Flip A Chip technique improve the subjects' ability in using derivational suffixes?

2) To what extent does Flip A Chip technique improve the subjects' attitude during teaching and learning process?

1.4 Objectives of the Study

In relation to the research problems above, the objectives of this study are:

1) to find out to what extent Flip A Chip technique improves the subjects' ability in using derivational suffixes, and

2) to find out to what extent Flip A Chip technique improves the subjects' attitude during teaching and learning process.

1.5 Significance of the Study

Hopefully, the result of this study can be useful for a number of people. First, it gives input and information to the teacher on how to teach derivational suffixes. Second, it makes the students realize their ability in using derivational suffixes and they are willing to improve the vocabulary mastery. Third, the result of this study would be considered as one of the references for researchers who might do a similar topic. The last but not least, the result of this research can be useful for me to be a professional teacher later.

1.6 Limitation of the Study

There are many techniques or media that can be used in teaching vocabulary. In this study, the use of media was limited to the use of flip a chip technique to teach vocabulary since it was one of the appropriate technique for teaching vocabulary. This technique is very interesting and effective. According to Savino (2011), 'Flip A Chip strategy is a great way to improve students' vocabulary development, teach syllables, comprehension of meaningful derivational words and how to use context in composition.'

1.7   Outline of the Study

This final project consists of five chapters. The organization of this final project is as follows:

Chapter One is introduction. This chapter presents background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, limitation of the study, and outline of the study.

Chapter Two presents the theoretical review and framework as well as the review of some previous studies related to the current topic. It consists of three parts; review of previous studies, theoretical review, and theoretical framework. The second subchapter consists of five parts; they are vocabulary, teaching vocabulary, word formation, derivational suffixes, and flip a chip technique.

Chapter Three presents the methods of investigation which the researcher conducts the research. It discusses the location of the study, subjects of the study, object of the study, data of the study, research instruments, methods of analyzing data, and research design.

Chapter Four presents the analysis of data which will result in finding. The last, Chapter Five contains conclusions and suggestions that can be drawn based on the study which has been done and recommendation for further improvement in the future.

CHAPTER II

REVIEW OF RELATED LITRATURE

This chapter consists of three sub-chapters. The first sub-chapter discusses the results of some studies which are relevant to this investigation. The second sub-chapter provides some theories concerning this research.

2.1 Review of the Previous Studies

In this sub-chapter, I provide some previous studies about derivational suffixes and flip a chip technique. Dealing with derivational suffixes, there were some studies conducted before. One of the studies was carried out by Yuliarti (2014). In her research, she found out the correlation between students' mastery of derivational suffixes and their ability in reading comprehension. The result of her research indicated that if the students have relatively high ability in mastering derivational suffixes they also have relatively high ability in reading comprehension.

The significance value analysis was (0.00 < 0.05). It meant that the correlation between the students` mastery of derivational suffixes and their ability in reading comprehension is significant. It means that if the students` mastery of derivational suffixes improves, their ability in reading comprehension will also significantly improve.

The results of the correlation analysis show that the correlation between the students` mastery of derivational suffixes and their ability in reading comprehension is strong (r = 0.787). It means that the students` mastery of derivational suffixes is strongly correlated with their ability in reading comprehension.

Another research was conducted by Nagy, et al. (1991). They compared the students' mastery of derivational suffixes in fourth grade to that in the higher grade. The result of their study showed that there were many students who were able to know about the meaning of the words in context, but they were not able to demonstrate any knowledge of suffixes. This situation indicated that some subjects had a specific problem with suffixes.

Meanwhile, Hashemi and Azizinezhad (2011) conducted a research and found out a significant relationship between word formation and reading comprehension skill. In their research, clearly explained that the word formation was traditionally the heart of a word study. That was the study of roots, stems, prefixes, and suffixes and their combination into words, as in the relationship between amaze, amazing, and amazement.

This research discussed how word–formation knowledge would relatively facilitate the process of right or nearly right guessing, recognizing, and finally remembering the meaning of words for a longer period of time. They stated that learning and teaching the word formation knowledge play a major role in learning the vocabulary, and this procedure clearly facilitates the process of reading comprehension of the students (Hashemi and Azizinezhad, 2011:52).

The result of this research stated that there was a significant relationship between word formation mastery and reading comprehension skill. In the conclusion of this research, they clearly stated that teaching word-formation could significantly improve students` reading comprehension skill.

Based on those previous studies, I can state that students' derivational suffixes mastery can be influenced by teacher teaching and learning process in the classroom. Another reason is because of the low mastery of the students' knowledge about word formation. Actually, through word formation, students can learn about how to make new words and get the meaning of the words. Those can be helped by the teacher's explanation.

Dealing with the use of flip a chip technique, there was an article written by Mountain (2002). In his article, he stated that students used Flip A Chip activity to learn vocabulary roots and affixes. The students became more interested in the game. They began to search the new combinations of affixes and roots that could be flipped. By using Flip A Chip technique, the teacher can make the learning process become more innovative and gained the students' motivation. Flip a Chip technique also helped him create literate environment in the classroom.

According to Savino (2011), Flip A Chip strategy is a great way to improve students' vocabulary development, to teach syllables, to teach comprehension of meaningful derivational words and to use context in composition. Many students most

likely learn words from Flip A Chip. By using this strategy, students can learn a large number of words in a relatively short time. It is a technique that gained the students' involvement and participation. The students will easy facilitate to remember the new words by using Flip A Chip technique.

Related to those articles, I can conclude that Flip A-Chip is such an interesting technique that can be used for teaching word formation. This technique can gain the students motivation in the teaching and learning process.

2.2 Review of the Theoretical Studies

This part includes the theoretical studies related to the current study. This part is divided into three main areas; the explanation about Flip A Chip technique, lexical quality hypothesis, and word formation. The explanation about Flip a Chip technique is related to the basic concepts and theories of Flip A Chip technique. Meanwhile, the derivational suffixes are explained one by one according to the parts of speech they belong to.

2.2.1 Flip A Chip Technique

Mountain (2002:62) pointed out that Flip a-Chip is an interactive tool that provides hands-on practice with affixes and roots, and also promotes students' vocabulary development. Flip a-Chip also helps teachers to teach syllables, the comprehension of the meaning of affixes, and the use of context in composition.

In addition, Carr & Wixson (1986) stated that playful hands-on approach must be applied in the teaching and learning process because effective vocabulary instruction requires active and positive students' participation.

Dole, Sloan, & Trathen (1995) also stated that playful hands-on approach must be applied in the teaching and learning process because personal engagement with a new word can lead to deep processing of the meaning.

Figure 1
Flip-a-Chip

	Chip 1	Chip 2
Front	PRO	DUCE
Back	RE	VOKE
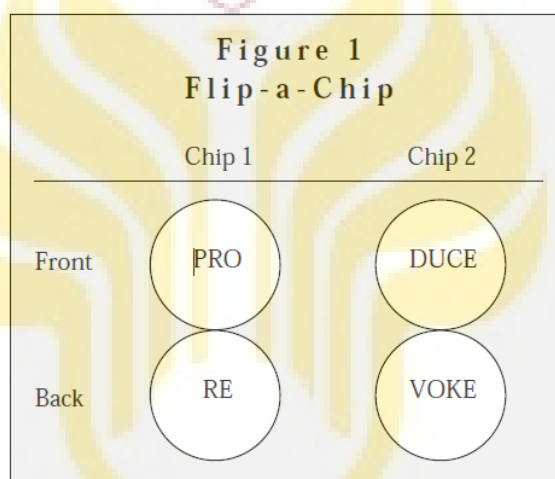
Figure 2.1 The Illustration of Flip A-Chip Technique

2.2.2 Word Formation

Word in writing system can be called *orthographic word,* which is an uninterrupted string of letters which is preceded by a blank space and followed either by a blank space or a punctuation mark (Plag, 2002:4). There are still so many definitions of the word *"word"* if it is related to other areas. However Plag gives a summary of word properties below. They are:

Properties of Words;

1. Words are entities having a part of speech specification

2. Words are syntactic atoms

3. Words (usually) have one main stress

4. Words (usually) are indivisible units (no intervening material possible)

Furthermore, Plag (2002:5-12) also explains that there are two kinds of word based on its structure; *compound word* and *complex word*. The example of compound word is the word *"girlfriend"*. The word *girlfriend* is formed by compounding the word *girl* and *friend* which both of them belong to free morpheme. On the other hand, *complex word* is a word composed by the combination of free and bound morpheme. The example of complex word is the word "*beautiful"* (composed by attaching the free morpheme *beauty* and the bound morpheme *-ful*).

2.2.3 Bound and Free Morpheme

Plag (2002:12) says, 'Morpheme is the smallest meaningful units in forming word.' There are two kinds of morpheme; free morpheme and bound morpheme. Free morphemes are morphemes that can stand on their own. These free morphemes can be called root, stem, and base.

According to Plag (2002: 13), the term "root" refers to the smallest meaningful unit that cannot be analyzed into morphemes. Many words in English are formed from a set of Latin roots. These are the examples of more common Latin roots in the handout of universitas terbuka;

1. Spect : see, look (respect, suspect, and prospect)

2. Vert   : turn (revert, convert, and divert)

3. Port   : carry (transport, export, and support)

4. duct, duc   : lead (conduct, educate, and produce)

5. press   : push (impress, depress, express)

6. pose, pone   : place or put (postpone, depose, impose)

According to (Plag, 2002:14), 'The word *"base"* refers to the part of a word which an affix is attached, while the word *"stem"* is part of word that usually used for bases in inflectional and occasionally also for bases of derivational affixes.' In this study, I use only the term *root* and *base* to avoid confusion in further discussion. The term *root* is used when it is aimed to explicitly refer to the indivisible central part of a complex word. In all other cases, whether the status of a form as indivisible or not is not the main concern; It can just be called as *bases* or *base-words*, while the derived word is often referred to as a *derivative*.

Some bound morphemes, for example *un-*, must always be attached before the central meaningful element of the word (i.e. root or base), whereas other bound morphemes, such as *-ity*, *-ness,* or *-less*, must follow the root. Using Latin-influenced terminology, *un-* is called a *prefix*, *-ity* a *suffix*, with *affix* being the cover term for all bound morphemes that are attached to the roots. The example below is the example the analysis of the word "beautifully".

derivative of -ly

beauty   **-ful***(suffix)*   **-ly***(suffix)*

root/base of -ful

derivative of -ful/base of –ly
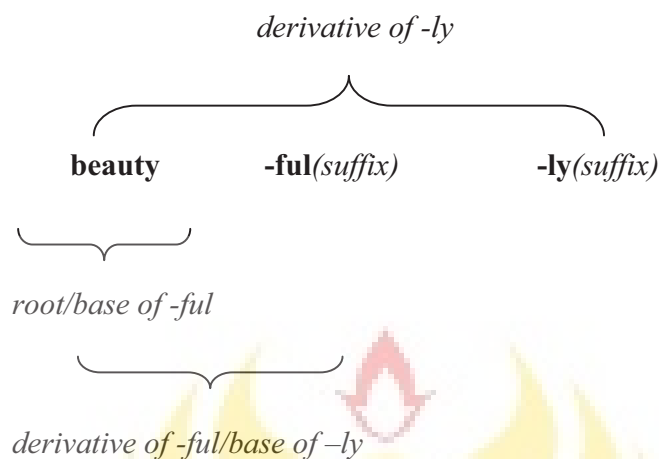
Figure 2.2   word analysis *Word Formation in English* (Plag 2002:14)

2.2.4 Affixation

Affixation is also the process of integrating meaning into certain words so that a new word with relatively having different meaning can be formed. Affixation uses affixes as the main components to do the process of integrating meaning. Based on Celce-Murcia and Larsen Freeman (1999:31), there are two kinds of affixes; inflectional affixes and derivational affixes. Among those affixes, there is only one that will be discussed. It is derivational affixes. Therefore, the next sub chapter will review derivational affixes.

2.2.4.1 *Derivational Affixes*

Plag (2002:18) states that derivational affixes are divided into derivational prefixes and suffixes. Prefixes are affixes which are attached preceding the words, but suffixes are affixes which are attached following the words. The examples of derivational prefixes

are *en-, em-, dis-,* etc; whether the example of derivational suffixes is *–ion, -ify, -ly, -ness, -ist, -ment, etc.*

However, not all derivational processes change word class (Carstairs-McCarthy, 2002:49). For example;

friend (noun) + *-ship*   = friendship (noun)

il- + legal (adjective)   = illegal (adjective)

de- + compose (verb)   = decompose (verb)

Those affixes *(-ship, il- and de-)* are derivational rather than inflectional, even though they do not change word class. Related to these cases, Carstairs-McCarthy (2002: 50) stated that they are due to a phonological process. Like in the word "friendship", it contains an idiosyncratic bound allomorph *friend-* of the free morpheme *friend*, which is also the only word form belonging to the lexeme *friend*. Thus, the base to which –ship attached in *friendship* can be regarded as the same as the free allomorph *friend*.

One of derivational affixes that will be discussed in this part is derivational suffixes. Therefore, the next sub chapter will focus on derivational suffixes.

2.2.5 Derivational Suffixes

The following explanation relates to the suffixes based on Plag (2002:109-116).

2.2.5.1 Nominal Suffixes

Nominal suffixes are often employed to derive abstract nouns from verbs, adjectives, and nouns. Some abstract nouns can denote action, results of actions, other related concepts, properties, qualities and the like. The explanations of nominal suffixes are as follows:

1. –age

This suffix indicates nouns that means the action or result of something as in *blockage,* nouns which means a state or condition as in *marriage* and nouns which are names of places as in *orphanage*.

2. –al

This suffix denotes an action or the result of an action, such as *approval, arrival, renewal.*

3. –ance (with its variants *–ence/-ancy/-ency*)

This suffix creates noun that refer to an action or series of actions as in *violence, performance*.

4. –ant

This suffix forms count nouns referring to persons (often in technical or legal discourse, as in *applicant, defendant, disclaimant*) or to substances involved in biological, chemical, or physical processes (*attractant, dispersant, etchant, suppressant*).

5. –cy/-ce

This suffix means states, properties, qualities, or facts as in *convergence*, or by way of metaphorical extension as in *presidency*.

6. –dom

This suffix denotes a noun to form nominal which can be paraphrased as 'state of being X' or collective entities, such as *wisdom, kingdom.*

7. –ee

This suffix is added to a verb to form a noun which refers to the person who the action of the verb is being done to, such as *employee, interviewee, payee*.

8. –eer

This suffix denotes person who deals in, is concerned with, or has to do with something, such as *auctioneer, cameleer, mountaineer*.

9. –er (and its orthographic variant -or)

This suffix signifies noun which refer to people or things that do particular activity, as in *singer*, noun which refers to people who have knowledge about or are studying the subject, as in *philosopher*. It also refers to people who come from those places, as in *Londoner* or noun referring to people who are connected or involved with that particular thing, as in *pensioner*.

10. –(e)ry

Formation in *-(e)ry* refers to place where a specific activity is carried out or place where a specific article or service is available could be postulated. For example, *bakery, brewery*.

11. –ess

This suffix denotes to female humans and animals, such as *princess, stewardess, lioness*.

12. –ful

The suffix *–ful* means the amount of something needed to fill the stated container or place, as in a *spoonful* of sugar, a *mouthful* of tea.

13.–*hood*

The suffix –*hood* used to form noun describing the state of being a particular thing, as in *priesthood, childhood*.

14.–*an* (and its variants –*ian, -ean*)

This suffix connected with or belonging to the stated place, group or type. For example *American, Korean, Christian*.

15.–*ion*

This suffix is showing action or condition, as in *restoration, repetition*.

16.–*ism*

The suffix –*ism* is used to form noun which describe social, political or religious beliefs, studies or ways of behaving. For example *Marxism, Buddhism, feminism*.

17.–*ist*

This suffix is used to form adjectives and nouns which describe (a person with) a particular set of beliefs or way of behaving. For example *feminist, Marxist*.

18.–*ity*

This suffix denotes qualities or states, as in *brutality, legality*.

19.–*ment*

This suffix denotes an action or process or its result, as in *achievement, involvement, treatment*.

20.–*ness*

The suffix –*ness* is added to adjectives to form noun which refers to a quality or a condition. For example *happiness, kindness, sadness*.

21.–*ship*

The suffix *–ship* forms noun denoting state or condition, similar in meaning to derivatives in *–age, -hood,* and *-dom*. For example *friendship, partnership, lordship.*

2.2.5.2 Verb Suffixes

There are four suffixes which categorize verbs from other categories (mostly adjectives and nouns), -ate, -en, -ify, and -ize (Plag, 2002:92-94). The explanations of verb suffixes are as follows:

1. –*ate*

This suffix can be paraphrased as 'provide with X' (ornative) as in *fluorinate*, or 'make into X' (resultive) as in *methanate*.

2. –*en*

This suffix is used to form verbs which mean to increase the stated quality as in *strengthen, blacken, ripen.*

3. –*ify*

The suffix *–ify*is used to form verb meaning to cause an increase in the stated quality or to become. For example *simplify, beautify.*

4. –*ize*

This suffix is used to form verb meaning to cause to become, as in *to modernize, to centralize.*

2.2.5.3 Adjective Suffixes

The adjectival suffixes of English can be subdivided into two major groups. A large proportion of derived adjectives are relational adjectives, whose role is simply to relate the noun, the adjective qualifies to the base word of the derived adjective. On the other

hand, there is a large group of derived adjectives that express more specific concepts, and which are often called qualitative adjectives. The explanations of adjective suffixes below are based on Plag (2002:94-98).

1. –able

This suffix is added to verb to form adjectives which mean able to receive the action of the stated verb, as in *breakable, moveable*, or mean worth receiving the action of the stated verb, as in *admirable, acceptable*.

2. –al

This suffix is used to add the meaning the action of, as in *approval* which means the act of approving.

3. –ed

This suffix is added to verb to form adjectives with the general meaning 'having X, being provided with X', as in broad-minded, pig-headed, wooded. The majority of derivatives are based on compounds or phrases (empty-headed, pig-headed, air-minded, and fair-minded).

4. –ful

This suffix expresses having the stated quality to a high degree, or causing it, as in *colorful, powerful, beautiful*.

5. –ic

This suffix occurs originally in Greek and Latin loanwords, as in *metallic, poetic*, denotes having some characteristics of, as in *balletic, sophomoric*, or pertaining to a family of peoples or languages, as in *Finnic, Semitic, Turkic*.

6. –ing

The suffix –ing is used as adjectives in attributive positions, as in *the changing weather*.

7. _–ish_

This suffix is used to form adjectives which say what country or area a person, thing or language comes from, as in _Spanish, Irish_, used to form adjectives which say what a person, thing or action is like, as in _foolish, childish_, or used to form adjectives to give the meaning to same degree, partly, quite, as in _reddish, oldish_.

8. _–ive_

The suffix _–ive_ denotes the ability to perform the activity represented by the verb, as in _imaginative, descriptive_.

9. _–less_

This suffix is used to form adjectives meaning without (the thing mentioned). For example _meaningless, friendless_.

10. _–ly_

This suffix attaches to the stated person or thing, as in _fatherly advice, priestly duties_, or describes one of a series of events which happen with the sated regular period of time between each, as in _a daily shower, a weekly meeting_.

11. _–ous_

The suffix _–ous_ is added to form adjectives which refer to a quality or condition, as in _dangerous, ambitious_.

2.2.5.4   Adverb Suffixes

The following explanations of adverb suffixes are based on Plag (2002:97). Plag mentions two adverb suffixes: _-ly_ and _-wise_.

1. *-ly*

The suffix *–ly* means 'in the stated way', as in *quickly, carefully*, or when considered in the stated way, as in *personally* (in my opinion), *this is an environmentally* (in relation to the environment), or regularly after the stated period of time, as in *a weekly/monthly meeting*.

2. *-wise*

The suffix *–wise* refers to 'in this way' or 'in this direction', as in *clockwise, lengthwise*, or in informal relating to a particular thing, as in *foodwise, moneywise*.

2.2.6 Action Research

There are several definitions of action research. Hyman (2000:2) defines, 'action research is a strategy teacher can use to investigate a problem or area of interest specific to their professional context. It provides the structure to engage in a planned, systematic and documented process of professional growth'.

The opinion above is also supported by Hamilton (in Hyman, 2000:3)who says as follows:

> Action research is one form of applied research. Because action research draws on a range of designs and methodologies, it can provide teacher with the opportunity to examine a practical problem within a classroom or school setting. Action research has the potential to greatly enhance both teacher professional development and school improvement initiatives.

Harmer (2001:344-345) wrote that 'action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/appropriacy of certain activities and procedures'.

In addition, Coats (2005:4) argues that action research can be described as 'any research into practice undertaken by those involved in that practice, with an aim to change and improve it. It is therefore, a process of enquiry by you as a practitioner into the effectiveness of your own teaching and your students' learning'.

After discussing the action research, the chapter will be explained in the following sub chapter.

2.2.7 Steps in Action Research

Burns (2010:8) states that there are four steps in action research. Those steps are planning, acting, observing, and reflecting. They would be explained below.

1. Planning

It is a step of identifying a problem or issue and developing a plan of action in order to bring about improvements in a specific area of the research context.

2. Action

It is a step of putting a plan which has been arranged into action in a period of time.

3. Observation

It is a step of observing the effects of the action and documenting the context, actions and opinions of those involved.

4. Reflection

It is a step of evaluating and describing the effects of the action in order to make sense of what has happened and to understand the issue which have been explored.

The model of action research can be illustrated in figure below.
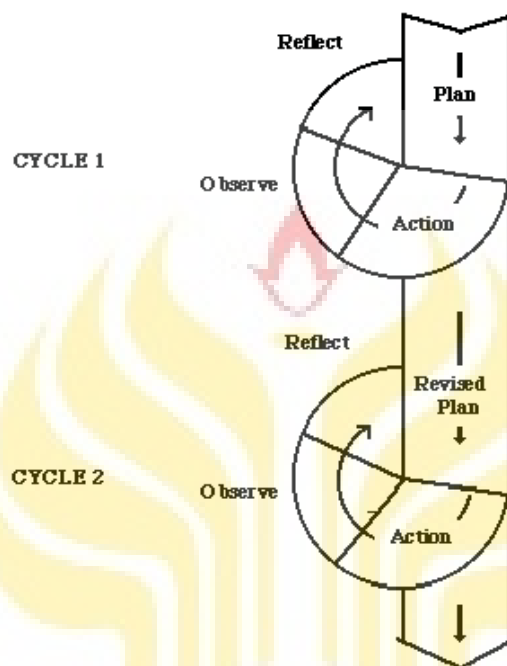

Figure 2.3   Cyclical Model of Action Research Based on Kemmis and McTaggart

Doing Action Research in English Language Teaching: A Guide for Practitioners

(Burns 2010:9)

The figure above illustrated the steps of action research based on the expert's opinion. In this study, I modified the steps of action research. The illustration of action research steps could be seen in Chapter III.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the result of the data analysis and those reflections, some conclusions and suggestions can be offered.

5.1 Conclusions

At first, the subject of the study had problems in using derivational words. Their ability in creating a new word like changing the words from noun to verb, verb to adverb, or vice versa was still low. It was proved by the result of observation in the classroom and the result in the IPT. They only got 409 point from 720 point. Thus, their mean score was 56.81.

Second, after the study was conducted by using Flip A-Chip technique , the students showed significant improvement. The students mean score increased 23.33 points from 56.81 in the IPT to 82.08 in the FPT.

Third, the use of the Flip a Chip technique was encouraging in improving the students' ability in using derivational suffixes. Based on the observation checklist, the students' attitude also well improved. The students' engagement also increased after they were taught derivational words using Flip a Chip technique. Moreover, as recorded in the questionnaire, the students expressed that the technique was helpful for them in mastering derivational words and had high possibility to be conducted in the near future.

5.2   Suggestions

Based on the conclusions above, some suggestions are presented as follows:

First, since the technique can improve the students' mastery learning, teachers are expected to apply Flip A-chip technique on teaching derivational words. Second, the students are recommended to learn derivational suffixes using Flip A-Chip. By using Flip A-Chip technique, they can improve their vocabulary mastery. Third, for the researchers, this study can be a good reference for those who want to conduct a similar kind of research.

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