

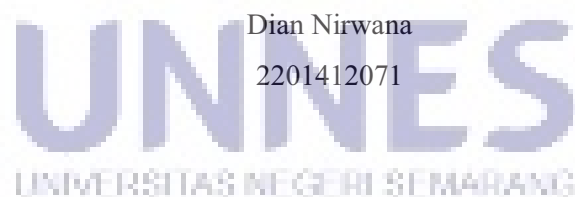


**TEACHING VOCABULARY BY USING WORD BASEBALL  
GRAPHIC ORGANIZER AT THE ELEVENTH GRADERS OF  
SENIOR HIGH SCHOOL**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by

Dian Nirwana  
2201412071



**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY**

**2016**

## DECLARATION OF ORIGINALITY

I, Dian Nirwana, hereby declare that this final project entitled *Teaching Vocabulary by Using Word Baseball Graphic Organizer at the Eleventh Graders of Senior High School* 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 Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.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, August 2016



Dian Nirwana



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## APPROVAL

This final project entitled *Teaching Vocabulary by Using Word Baseball Graphic Organizer at the Eleventh Graders of Senior High School* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Semarang State University on September, 2016.

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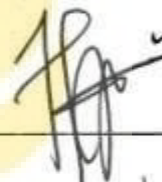
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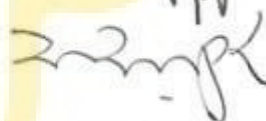
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**3. First Examiner**

Intan Permata Hapsari, S.Pd., M.Pd.

NIP. 197402242005012001



**4. Second Examiner/Second Advisor**

Sri Wahyuni, S.Pd., M.Pd.

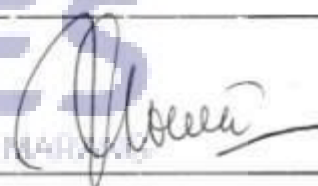
NIP. 197104082006042001



**5. Third Examiner/First Advisor**

Novia Trisanti, S.Pd., M.Pd.

NIP. 197611062005012002



### Approved by

**Dean of Faculty Languages and Arts**



Prof. Dr. Agus Nuryatin, M.Hum.

NIP. 196008031989011001



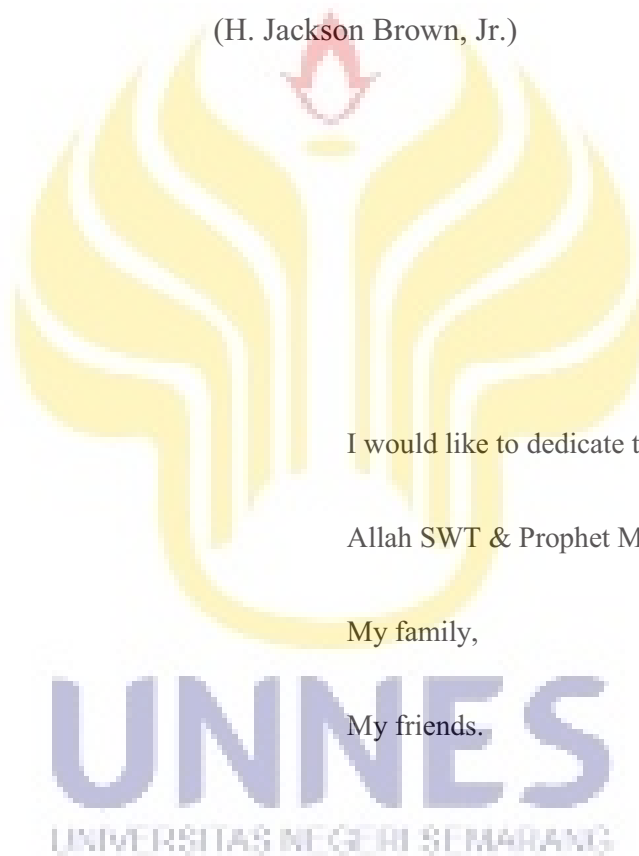
## MOTTO AND DEDICATION

Man Jadda Wajada

*Barang siapa yang bersungguh-sungguh, ia akan mendapatkan*

The best preparation for tomorrow is doing your best today

(H. Jackson Brown, Jr.)



I would like to dedicate this final project to:

Allah SWT & Prophet Muhammad SAW,

My family,

My friends.

## ABSTRACT

Nirwana, Dian. 2016. *Teaching Vocabulary by Using Word Baseball Graphic Organizer at the Eleventh Graders of Senior High School*. Final Project. English Department. S1 Degree of Education. The First Advisor Novia Trisanti, S.Pd., M.Pd., and the Second Advisor Sri Wahyuni, S.Pd., M.Pd.

Key Words: Word Baseball Graphic Organizer, Vocabulary, quasi-experimental study

This final project is based on a study which attempts to examine the eleventh graders' vocabulary mastery in one of the Senior High Schools in Semarang in the academic year of 2015/2016. The objectives of this study are to find out the significant difference of students' vocabulary achievement between the students who were taught by using word baseball graphic organizer and those who were not and to investigate the effectiveness of using word baseball graphic organizer to teach vocabulary. In order to achieve the goal, I used a quasi-experimental research design.

The population of this study was the eleventh grade students in one of Senior High Schools in Semarang in the academic year of 2015/2016. The samples consisted of 68 students. By using purposive sampling, students of XI IPA 3 were taken as the samples of the experimental group, and the samples of control group were the students of XI IPA 2. The experimental group was taught by using word baseball graphic organizer while the control group was taught without using word baseball graphic organizer. The data were gained by administering pre-test and post-test of vocabulary test.

The mean score of pre-test in the experimental group was 74.35, and the control group was 74.62. The result of post-test of experimental group was 83.09 while the control group was 79.29. To check whether the treatment significantly influenced students' vocabulary, the t-test formula was used. It was obtained sig value 0.000 in both the experimental and the control groups, with  $\alpha = 5\% = 0.05$ . Since 0.000 was less than 0.05, it meant that there was a significant difference on the students' vocabulary achievement between the students who were taught by using word baseball graphic organizer and those who were not.

The higher achievement in the experimental group proved that using word baseball graphic organizer in teaching vocabulary to the subjects was effective. Therefore, I suggested that English teachers may use word baseball graphic organizer as an alternative medium in teaching vocabulary.

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and love. I also give my great thanks to my beloved sweetheart and all dearest friends for their support, care, advice, and help during the process of completing this final project.

Last but not least, I would like to give my deepest appreciation to all of my friends in English Department of Semarang State University for their care, help, motivation, and support during my study. For all people who cannot be mentioned one by one who have helped me in writing this final project, thank you very much. Finally, I hope this study will be useful and beneficial for the future improvements.

Semarang, August 2016

Dian Nirwana



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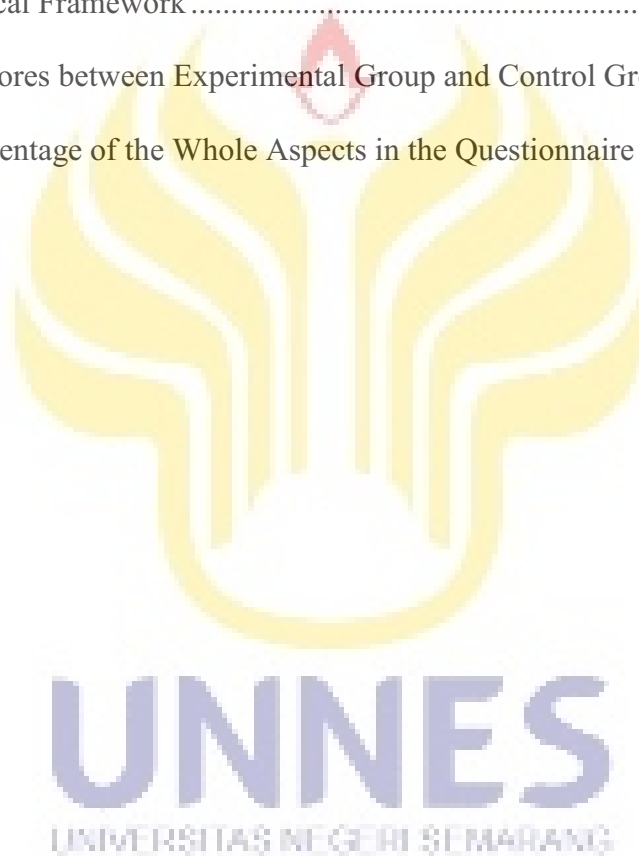
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# CHAPTER I

## INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, hypotheses of the study, significance of the study, limitation of the study, and outline of the study.

### 1.1 Background of the Study

This research investigated the effectiveness of using word baseball graphic organizer to teach students vocabulary to the eleventh graders in one of the State Senior High Schools in Semarang. In our daily life we need to communicate with others in order to deliver or gain some information or just for the sake of courtesy with surrounding. In this case, language plays an important role in succeeding the communication. The communication will not run smoothly if we do not know the meaning of the words. Rubin and Thompson (1994: 79) pointed out that “One cannot speak, understand, read or write a foreign language without knowing a lot of words. Vocabulary learning is at the heart of mastering a foreign language”. Thus, vocabulary is important to be learned in order to master English as the international language since vocabulary is the basic aspect of a language.

It seems not easy for students to learn English vocabulary as a foreign language, since it is absolutely different from Indonesian language. They find

difficulties in enriching their vocabulary knowledge and memorizing new words because of the complexity of the words themselves. In fact, people who have low vocabulary mastery will have problem in learning English whether in gaining information or creating information. Therefore, they cannot use language accurately.

It is difficult for students to learn and memorize English vocabularies. When I was doing an internship program or *PPL (Praktik Pengalaman Lapangan)* as a teacher in one of the vocational high schools in Semarang, I found the reason why the students have low vocabulary proficiency. It is because the teacher still uses the conventional method or grammar translation method in teaching vocabulary. The students are asked to write down some words from the textbook to their individual book. They get bored of learning English vocabulary without any media. They just wait for the teacher to inform them about the meaning of the words they have just written. In fact, learning English can be fun if we apply attractive and appropriate techniques and media. Besides, it will motivate the students in learning English.

When we learn English vocabularies, we meet various words which have different part of speech, such as noun, verb, adjective and adverb. Those words are not only formed by a base word but also composed with other smaller elements, such as prefixes and suffixes. We can discover other words by adding a base word with prefix and/or suffix. This process is called affixation. The students can memorize the meaning of those words because the words are still in one family. It means that the meaning of the words is nearly the same but they

absolutely have different function in a sentence. For example, the word “beauty” is added by suffix “-ful” so that it becomes a new word “beautiful”. Both of them have relatively different meaning, but they completely belong to the different part of speech. The words “beauty” and “beautiful” are related to the quality of being pleasing, “beauty” is something that gives a great pleasure and belongs to “noun”; however, “beautiful” belongs to “adjective” which means the state of being attractive or pleasant.

Because of that problem, I investigated whether or not the use of word baseball graphic organizer is effective in teaching vocabulary. Graphic organizer is a medium that helps us to visualize our idea in a concept. There are a lot of kinds of graphic organizer. In this study, I chose word baseball graphic organizer. To my knowledge, there has not been very much studies about it. Word baseball graphic organizer can be stated as a medium to teach students vocabulary by adding prefixes and suffixes in a base word. Therefore, the students learn vocabulary based on the same family. It makes them easier to memorize because the words are still in the same family. Besides helping the students to enrich the vocabularies, word baseball graphic organizer gives more understanding about the function of the words or the words’ part of speech.

## **1.2 Reasons for Choosing the Topic**

This research needs to be carried out because first, vocabulary mastery is the essential aspect in learning language. The main reason for believing that

vocabulary knowledge can help grammar acquisition according to Ellis (1997 cited in Schmitt, 2000: 143) is that “Knowing the words in a text or conversation permits learners to understand the meaning of the discourse, which in turn allows the grammatical patterning to become more transparent”.

Second, interesting technique tends to be needed for teaching vocabulary in the classroom to boost students' interest. The last, knowing the various words in the same family which has the same root is a powerful way of building vocabulary. That is why I applied word baseball graphic organizer in this study to find out if this media is effective in teaching vocabulary or not.

### **1.3 Statements of the Problem**

In order to limit the scope of the study, I present the problems that are discussed in this study:

- (1) Is there any significant difference between the vocabulary achievement of the eleventh grade students in one of the State Senior High Schools in Semarang in the academic year of 2015/2016 who were taught by using word baseball graphic organizer and those who were not?
- (2) How effective is the use of word baseball graphic organizer in teaching vocabulary at the eleventh grade students in one of the State Senior High Schools in Semarang in the academic year of 2015/2016?

#### 1.4 Objectives of the Study

Based on the statements of the problem, the objectives of this study can be stated as follows:

- (1) To find out whether there is a significant difference or not between the vocabulary achievements of the eleventh grade students in one of the State Senior High Schools in Semarang in the academic year of 2015/2016 who were taught by using word baseball graphic organizer and those who were not.
- (2) To describe the effectiveness of using word baseball graphic organizer in teaching vocabulary at the eleventh grade students in one of the State Senior High Schools in Semarang in the academic year of 2015/2016.

#### 1.5 Hypotheses

There are two hypotheses in the present study, alternative hypothesis ( $H_1$ ) and null hypothesis ( $H_0$ ).

$H_1$  = The use of word baseball graphic organizer is effective to teach vocabulary to the eleventh grade students.

$H_0$  = The use of word baseball graphic organizer is not effective to teach vocabulary to the eleventh grade students.

### 1.6 Significance of the Study

The result of this study is expected to be useful in some aspects. I elaborate the significance of the study into three aspects: theoretically, practically, and pedagogically.

- (1) Theoretically, this study is expected to give a new overview about the effectiveness of using word baseball graphic organizer in teaching vocabulary. It is hoped that this study can help the readers to enrich their knowledge about an interesting medium to teach vocabulary.
- (2) Practically, after knowing this medium the teachers and English Education students are expected to apply word baseball graphic organizer as an alternative medium in teaching vocabulary.
- (3) Pedagogically, this study is able to give variation in teaching and learning vocabulary. For the students, learning vocabulary by using word baseball graphic organizer enables them to enlarge their competence in mastering vocabulary. For the teachers, it will give them better insight that using word baseball graphic organizer is a creative way in teaching vocabulary. For the researchers, this study can be used as a reference and help to gain inspiration and follow up the result of this study to improve the quality of English learning and teaching process, especially in teaching vocabulary.

### **1.7 Limitation of the Study**

The limitation of this study are:

- (1) The present study only focuses on the vocabulary achievement of the eleventh grade students.
- (2) This study is focused on the effectiveness of using word baseball graphic organizer as a medium to teach vocabulary.

### **1.8 Outline of the Study**

This final project consists of five chapters. The first chapter is introduction. It consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, hypotheses, significance of the study, limitation of the study, and outline of the study.

The second chapter is review of related literature. It consists of review of previous studies, theoretical review, and theoretical framework.

The third chapter deals with methods of investigation. It presents research design, subject of the study, research variables, types of data, instruments for collecting data, method of collecting data, and method of analysing data.

The fourth chapter presents the general findings which consist of data analysis, the result of hypotheses and discussion of the result.

The fifth chapter contains conclusions based on the study which has been done and suggestions for further improvement in the future.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the study, which consists of review of previous studies, review of theoretical studies, and theoretical framework.

#### 2.1 Review of the Previous Studies

The first study was conducted by Meiningsih (2015) entitled *The Effectiveness of Vocabulary Self-Collection and Interactive Cloze Strategy to Improve Students' Vocabulary Mastery (A Quasi Experimental Study of the Eighth Grade Students of SMP Negeri 3 Ungaran in the Academic Year of 2014/2015)*. The aim of this study was to find out whether the use of vocabulary self-collection strategy can improve the students' vocabulary mastery or not to the eighth graders of SMP Negeri 3 Ungaran in the academic year of 2014/2015. A deeper concern of this study was to investigate the significant difference of vocabulary mastery between two groups who were taught by using vocabulary self-collection strategy and those who were taught by interactive cloze strategy. In this study, the writer used a quasi-experimental study as the method research. Based on the analysis of the data, the testing of the hypothesis and the discussion in previous chapter, the conclusion can be drawn that the use of vocabulary self-collection strategy can improve the students' vocabulary mastery than interactive cloze strategy.



The second study entitled *The Effects of Graphic Organizer Strategy on Improving Iranian EFL Learners' Vocabulary Learning* was written by Shoari and Farrokhi in 2014. This study was conducted to investigate the effect of graphic organizer strategy on improving Iranian EFL learners' vocabulary learning. The writers applied a quasi-experimental study. The result of this study showed that graphic organizers were indeed conducive to L2 vocabulary learning by the learners.

The next study is about *The Use of Manual Super Text Twist Game to Improve Students' English Vocabulary Mastery*. It was written by Aulia (2013). The purpose of this study was to find out how well the game contributes for solving vocabulary problems of Junior High School students. The design of this study was classroom action research design. At the end, the result of this study was that using game is recommended for teaching English vocabulary, in this case by using Manual Super Text Twist Game. It improved their participation and vocabulary mastery.

The fourth study was conducted by Indriarti (2014) entitled *The Effectiveness of Semantic Mapping Strategy to Improve Students' Vocabulary Mastery*. In this study, the writer used a quasi experimental design. It was done in order to find out the effectiveness of semantic mapping strategy to improve students' vocabulary mastery. At the end of this study, the writer concluded that semantic mapping strategy was more effective to be implemented in teaching vocabulary to improve students' vocabulary mastery than wordlists strategy.

Another research is about *Teaching English by Using Puzzle to Improve Students' Vocabulary Mastery (An Experimental Study on the Fifth Grade Students' at SDN Tanjunglaya III)*. It was written by Rosita in 2010. The objective of this study was to show if teaching English by using puzzle can improve students' vocabulary mastery. In order to gain the objective of this study, the writer adopted an action research design. Then the result was that teaching English by Using Puzzle was effective to improve students' vocabulary mastery.

The next research which is carried out by Ahmad, Ismail, and Abdullah (2012) was about *Improving Vocabulary Learning in Foreign Language Learning through Reciprocal Teaching Strategy*. The aim of this research was to find out whether or not reciprocal teaching strategy improves students vocabulary learning. A quasi experimental study was used in this research. The result showed that reciprocal teaching had a significantly positive effect on the foreign language learning.

Then, *The Effectiveness of Subtitled English Songs to Improve the Vocabulary Mastery of Junior High School Students (A Quasi Experimental Research for the English Grade Students of SMPN 39 Semarang)* was conducted by Jayanti (2015). This research aimed at finding out whether subtitled English songs effectively improve students' vocabulary or not. In conducting the research, she used a quasi experimental study. At the end, it could be concluded that subtitled English songs effectively improve students' vocabulary compared to the Grammar Translation Method.

In addition, an experimental study conducted by Al-Khasawneh and Huwari in 2014 was about *The Effect of Metacognitive Strategies Instruction on Vocabulary Learning among Jordanian University Students*. The purpose of this study was to identify the effects of metacognitive strategy instruction on vocabulary learning of Jordanian university students through a ten weeks instruction program. Based on the research's result, the explicit instruction on using metacognitive strategies proved to be effective.

The similarity of this study with the previous studies is that they have same variable, it is about improving students' vocabulary. There are many strategies in teaching vocabulary, like using vocabulary self-collection, graphic organizer, semantic mapping strategy, puzzle, manual super text twist game, subtitled English songs, and metacognitive strategies instruction.

According to those previous studies, especially semantic mapping and graphic organizer, I try to explore another kind of graphic organizer which has not been very much carried out by other researchers in teaching vocabulary. That graphic organizer is called word baseball. This medium will encourage students to recognize words that belong to the same family and identify each word's part of speech.

## 2.2 Review of the Theoretical Studies

In this section, I present some theories that support this study. The theories include the general concept of vocabulary, teaching vocabulary, vocabulary

learning strategy, prefixes and suffixes, word baseball graphic organizer, and how to play word baseball graphic organizer.

### **2.2.1 General Concept of Vocabulary**

There are a lot of vocabulary's definitions. According to Lehr and his colleagues, vocabulary is more complex than this definition suggests. First, words come not only in oral forms including those words that can be recognized and used in listening and speaking but also in print forms to be recognized and used in reading and writing. Second, word knowledge also comes in two forms: receptive and productive. Receptive vocabulary is words that can be recognized in reading and listening. Productive vocabulary refers to words that can be used in speaking and writing (Lehr et. al., 2004), while, Hornby (1995: 1331) defined vocabulary as "the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook.

Hatch and Brown (1995: 24) define that vocabulary is a list or set of words particular language or a list or set of words individual speakers of language might use. In addition, McCarthy (1990: viii) said that no matter how well the student learn grammar, no matter how successfully the sounds of second language are mastered, without words to express a wider range of meanings, communication in a second language just cannot happen in any meaningful way. From the definitions, it can be concluded that vocabulary is an essential aspect in learning a language. We need vocabulary to understand the meaning in both written and

spoken communication, and we need new vocabularies everyday to improve our vocabulary mastery.

### **2.2.2 Teaching Vocabulary**

Schmitt (2000: 148) states that “We can maximize vocabulary learning by teaching word families instead of individual word forms. Teachers can make it a habit when introducing a new word to mention the other members of its word family”. In this way, learners form the habit of considering a word’s derivations as a matter of course. To reinforce this habit, teachers may eventually ask students to guess a new word’s derivatives at the time of introduction. Including a derivation section as part of assessment also promotes the idea that learning the complete word family is important.

According to Graves (1987 cited in Schmitt, 2000: 157) the multiplicity of vocabulary learning is distinguished in six types: (1) learning to read known words, (2) learning new meaning sense for known words, (3) learning new words representing known concepts, (4) learning new words representing new concepts, (5) clarifying and enriching the meanings of known words, and (6) moving words from receptive to productive vocabularies. We can see that Graves’s list emphasizes the ongoing learning of a word, as all of these except (4) involve prior knowledge of either the word or the associated concept. Despite the fact that Graves is referring to L1 vocabulary, the list should use equally to an L2 context. It can be concluded that vocabulary teaching means more than just introducing new words, it also includes nurturing partially known vocabulary along to the point where learners can use it at will.

### 2.2.3 Vocabulary Learning Strategy

When considering which vocabulary learning strategies to be recommended to the students, the teacher needs to consider the overall learning context. The effectiveness with which learning strategies can be both taught and used will depend on a number of variables, including the proficiency level, L1 and culture of students, their motivation and purposes for learning the L2, the task and test being used, and the nature of the L2 itself.

Based on Schmitt (1997, cited in Schmitt, 2000: 133), there are numerous different vocabulary learning strategies, with one list containing fifty-eight different strategies. Some of the strategies from that list are as follows:

**Table 2.1: Strategies for the Discovery of a New Word's Meaning**

Strategy group	Strategy
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available pictures or gesture
DET	Guess meaning from textual context
DET	Use a dictionary (bilingual or monolingual)
SOC	Ask teacher for a synonym, paraphrase, or L1 translation of new word
SOC	Ask classmates for meaning

**Table 2.2: Strategies for Consolidating a Word Once it Has Been Encountered**

Strategy group	Strategy
SOC	Study and practice meaning in a group
SOC	Interact with native speakers
MEM	Connect word to a previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Image word form
MEM	Image word's meaning
MEM	Use keyword method
MEM	Group words together to study them
MEM	Study the spelling of a word
MEM	Say new word aloud when studying
MEM	Use physical action when learning a word
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newscasts, etc.)
MET	Use spaced word practice (expanding rehearsal)
MET	Test oneself with word tests
MET	Skip or pass new word
MET	Continue to study word over time.

From the table above, it can be concluded the first contains strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise (Determination Strategies [DET]). This can be done through guessing from one's structural knowledge of a language, guessing from an L1 cognate, guessing from context, or using reference materials. Meanwhile, Social Strategies (SOC) uses interaction with other people to improve language learning. Memory Strategies (MEM) involve relating word to be retained with

some previously learned knowledge, using some of imagery, or grouping. Cognitive Strategies (COG) exhibit the common function of “manipulation or transformation of the target language by the learner” (Oxford, 1990:43). Finally, Metacognitive Strategies (MET) involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study.

#### 2.2.4 Prefixes

A prefix is a group of letters placed before the root of a word. For example, the word “unhappy” consists of the prefix “un-“ (which means “not”) combined with the root (stem) word “happy”; the word “unhappy” means “not happy”. ([www.EnchantedLearning.com](http://www.EnchantedLearning.com)).

There are a lot of prefixes that are attached into base words. Here is the explanation about prefixes according to McCarthy and O’Dell (1994: 18):

- (1) Prefixes are often used to give adjectives a negative meaning. The opposite of ‘comfortable’ is ‘uncomfortable’, the opposite of ‘convenient’ is ‘inconvenient’ and the opposite of ‘similar’ is ‘dissimilar’. Other examples are ‘unjust’, ‘inedible’, ‘disloyal’.
- in- becomes im- before a root beginning with ‘m’ or ‘p’, e.g. immature, impatient, impartial, improbable. Similarly in- becomes ir- before a word beginning with ‘r’, and il- before a word beginning with ‘l’, e.g. irreplaceable, irreversible, illegal, illegible, illiterate.
- The prefix in- does not always have a negative meaning – often it gives the idea of inside or into, e.g. internal, import, insert, income.



- (2) Although it is mainly adjectives which are made negative by prefixes, *un-* and *dis-* can also form the opposites of verbs too, e.g. appear disappear. The prefix is used here to reverse the action of the verb. Here are some more examples: disagree, disapprove, disbelieve, disconnect, discredit, dislike, dismount, disprove, disqualify, unbend, undo, undress, unfold, unload, unlock, unveil, unwrap, unzip.
- (3) The suffix *re-* can attach to verbs. It means that the activity is done again, for example: retype, reread, replace, rewind.

The following is the explanation of prefixes according to Plag (2002: 124-127).

(1) *dis-*

Closely related semantically to *un-* and *de-*, the prefix *dis-* forms reversative verbs from foreign verbal bases: *disassemble*, *disassociate*, *discharge*, *disconnect*, *disproof*, *disqualify*. Apart from deriving reversative verbs, this suffix uniquely offers the possibility to negate the base verb in much the same way as clausal negation does: *disagree* ‘not agree’, *disobey* ‘not obey’, *dislike* ‘not like’. *Dis-* is also found inside nouns and nominalizations, but it is often unclear whether *dis-* is prefixed to the nominalization (cf. [*dis-[organization]*]) or to the verb before the nominalizing suffix was attached (cf. [[*disorganiz*]-ation]). There are, however, a few forms that suggest that prefixation to nouns is possible, conveying the meaning ‘absence of X’ or ‘faulty X’: *disanalogy*, *disfluency*, *disinformation*.

Finally, *dis-* also occurs in lexicalized adjectives with the meaning ‘not X’: *dishonest, dispassionate, disproportional*.

(2) *in-*

This negative prefix is exclusively found with Latinate adjectives and the general negative meaning ‘not’: *incomprehensible, inactive, intolerable, implausible, illegal, irregular*.

(3) *un-*

*Un-* can attach to verbs and sometimes nouns (mostly of native stock) to yield a reversative or privative (‘remove X’) meaning: *unbind, uncork, unleash, unsaddle, unwind, unwrap*. The prefix is also used to negate simple and derived adjectives: *uncomplicated, unhappy, unsuccessful, unreadable*. Adjectival *un-* derivatives usually express contraries, especially with simplex bases. Nouns are also attested with *un-*, usually expressing ‘absence of X’ (e.g. *unease, unbelief, uneducation, unrepair*). Such nouns are often the result of analogy or back-formation (e.g. *educated : uneducated :: education : uneducation*). We also find a meaning extension similar to the one observed with *anti-* and *non-*, namely ‘not having the proper characteristics of X’: *uncelebrate, unevent, un-Hollywood*.

According to Sheehan (2000: 29) there is a prefix that also can be used as a suffix, that is prefix ‘*en-*’ and suffix ‘*-en*’. Both of them are used to form verbs. Prefix ‘*en-*’ is used to form verbs which mean to place, for example ‘entomb’; used to form verbs which mean to cause to be in, for example ‘enshrine’; used to form verbs which mean to restrict, for example ‘encircle’.

### 2.2.5 Suffixes

A suffix is a group of letters placed after the root of a word. For example, the word “flavorless” consists of the root word “flavor” combined with the suffix “-less” (which means “without”); the word “flavorless” means “having no flavor”. ([www.EnchantedLearning.com](http://www.EnchantedLearning.com)).

Suffixes can change the word-class and the meaning of the word. Here are some suffixes according to McCarthy and O’Dell (1994: 16):

#### (1) Common noun suffixes

- -er is used for the person who does an activity, e.g. writer, worker, shopper, teacher. You can use -er with a wide range of verbs to make them into nouns. Sometimes, the -er suffix is written as -or instead of -er. It is worth making a special list of these as you meet them. e.g. actor, operator, sailor, supervisor.
- -er and -ee can contrast with each other meaning ‘person who does something.’ (-er) and ‘person who receives or experiences the action’ (-ee), e.g. employer/employee, sender/addressee, payee (e.g. of a cheque).
- (t)ion is used to make nouns from verbs, e.g. complication, pollution, reduction, alteration, donation, admission.
- -ist (person) and -ism (activity or ideology): used for people’s politics, beliefs and ideologies and sometimes their profession (compare with -er/-or professions above), e.g. Marxism, Buddhism, journalism, anarchist, physicist, terrorist.

- -ness is used to make nouns from adjectives. Note what happens to adjective that end in -y: goodness, readiness, forgetfulness, happiness, sadness, weakness.

## (2) Adjective suffix

-able/-ible with verbs, means 'can be done', e.g. drinkable, washable, readable, recognizable, countable, forgivable. Meanwhile, the examples of word which use suffix -ible are 'edible' (can be eaten), 'flexible' (can be bent).

## (3) Verbs

-ise (or -ize) makes verbs from adjectives, e.g. modernise, commercialise, industrialise.

## (4) Other suffixes that can help us recognise the word class

- -ment: (nouns) excitement, enjoyment, replacement.
- -ity: (nouns) flexibility, productivity, scarcity.
- -ship: (abstract nouns especially status) friendship, partnership, membership.
- -ive: (adjective) passive, productive, active.
- -al: (adjectives) brutal, legal. (nouns) refusal, arrival.
- -ous: (adjectives) delicious, outrageous, furious.
- -ful: (adjectives) forgetful, hopeful, useful.
- -less: (adjectives) useless, harmless, cloudless.
- -ify: (verbs) beautify, purify, terrify.

The below explanation is the suffixes belonging to derivation process 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. Very often, the meanings of derivate are extended to other, so that each suffix can be sounded to be able to express more than one meaning with the semantic domains of different suffixes often overlapping.

#### (1) *-al*

A number of verbs take *-al* to form abstract nouns denoting an action or the result of an action, such as *arrival*, *overthrowal*, *recital*, *referral*, *renewal*. Base words for nominal *-al* all have their main stress on the last syllable.

#### (2) *-ance* (with its variants *-ence/-ancy/-ency*)

Attaching mostly to verbs, *-ance* creates action nouns such as absorbance, riddance, retardance. The suffix is closely related to *-cy/-ce*, which attaches productively to adjectives ending in the suffix *-ant/-ent*. Thus a derivative like dependency could be analyzed as having two suffixes (*depend-ent-cy*) or only one (*depend-ency*). The question then is to determine whether *-ance* (and its variants) always contain two suffixes, to the effect that all action nominals would in fact be derived from adjectives that in turn would be derived from verbs. Such an analysis would predict that we would find *-ance* nominals only if there are corresponding *-ant* adjectives. This is surely not the case, as evidenced by riddance (*\*riddant*),

furtherance (*\*furtherant*), and it can be assumed the existence of an independent suffix *-ance*, in addition to a suffix combination *-ant-ce*. The distribution of the different variants is not entirely clear, several doublets are attested, such as dependence, dependency, or expectance, expectancy. It appears, however, that forms in *-ance/-ence* have all been in existence for a very long time, and that *-ance/-ence* formations are rather interpreted as deverbal, *-ancy/-ency* formations rather as de-adjectival.

### (3) *-cy/-ce*

As already mentioned in connection with the suffix *-ancy*, this suffix attaches productively to adjectives in *-ant/-ent* (e.g. *convergence*, *efficiency*, *emergence*), but also to nouns ending in this string, as is the case with *agency*, *presidency*, *regency*. Furthermore, adjectives in *-ate* are eligible bases (*adequacy*, *animacy*, *intimacy*). The resulting derivatives can denote states, properties, qualities, or facts (*convergence* can, for example, be paraphrased as ‘the fact that something converges’), or, by way of metaphorical extension, can refer to an office or institution (e.g. *presidency*). Again the distribution of the two variants is not entirely clear, although there is a tendency for nominal bases to take the syllabic variant *-cy*.

### (4) *-er* (and its orthographic variant *-or*)

The suffix *-er* can be seen as closely related to *-ee*, as its derivatives frequently signify entities that are active or volitional participants in an event (e.g. *teacher*, *singer*, *writer* etc.). This is, however, only a sub-class of *-er* derivatives, and there is a wide range of forms with quite heterogeneous meanings. Apart from

performers of actions we find instrument nouns such as *blender, mixer, steamer, toaster*, nouns denoting entities associated with an activity such as *diner, lounge, trainer, winner* (in the sense ‘winning shot’). Furthermore, *-er* is used to create person nouns indicating place of origin or residence (e.g. *Londoner, New Yorker, Highlander, New Englander*). This heterogeneity suggests that the semantics of *-er* should be described as rather underspecified, simply meaning something like ‘person or thing having to do with X’. The more specific interpretations of individual formations would then follow from an interaction of the meanings of base and suffix and further inferences on the basis of world knowledge. *-Er* is often described as a deverbal suffix, but there are numerous forms (not only inhabitant names) that are derived on the basis of nouns (e.g. *sealer, whaler, noser, souther*), numerals (e.g. *fiver, tenner*), or even phrases (*four-wheeler, fourth-grader*). The orthographic variant *-or* occurs mainly with Latinate bases ending in /s/ or /t/, such as *conductor, oscillator, compressor*.

#### (5) *-(e)ry*

Formations in *-(e)ry* refer to locations which stand in some kind of connection to what is denoted by the base. More specific meanings such as ‘place where a specific activity is carried out’ or ‘place where a specific article or service is available’ could be postulated (cf., for example, *bakery, brewery, fishery, pottery or cakery, carwashery, eatery*), but examples such as *mousery, cannery, rabbitry* speak for an underspecified meaning, which is then fleshed out for each derivative on the basis of the meaning of the base. In addition to the locations, *-(e)ry* derivatives can also denote collectivities (as in *confectionery, cutlery, machinery*,

*pottery*), or activities (as in *summitry* ‘having many political summits’, *crookery* ‘foul deeds’).

#### (6) *-ion*

This Latinate suffix has three allomorphs: when attached to a verb in *-ify*, the verbal suffix and *-ion* surface together as *-ification* (*personification*). When attached to a verb ending in *-ate*, *-ion* can be found (accompanied by a change of the base-final consonant from [t] to [ʃ], *hyphenation*), and we find the allomorph *-ation* in all other cases (*starvation*, *colonization*). Phonologically, all *-ion* derivatives are characterized by having their primary stress on the penultimate syllable, which means that *-ion* belongs to the class of suffixes that can cause a stress shift. Derivatives in *-ion* denote events or results of processes. As such, verbal bases are by far the most frequent, but there is also a comparatively large number of forms where *-ation* is directly attached to nouns without any intervening verb in *-ate*. These forms are found primarily in scientific discourse with words denoting chemical or other substances as bases (e.g. *expoxide* - *epoxidation*, *sediment* - *sedimentation*).

#### (7) *-ism*

Forming abstract nouns from other nouns and adjectives, derivatives belonging to this category denote the related concepts state, condition, attitude, system of beliefs or theory, as in *blondism*, *Parkinsonism*, *conservatism*, *revisionism*, *Marxism*, respectively.



(8) *-ist*

This suffix derives nouns denoting persons, mostly from nominal and adjectival bases (*ballonist, careerist, fantasist, minimalist*). All nouns in *-ism* which denote attitudes, beliefs or theories have potential counterparts in *-ist*. The semantics of *-ist* can be considered underspecified ‘person having to do with X’, with the exact meaning of the derivative being a function of the meaning of the base and further inferencing. Thus, a *balloonist* is someone who ascends in a balloon, a *careerist* is someone who is chiefly interested in her/his career, while a *fundamentalist* is a supporter or follower of fundamentalism.

(9) *-ity*

Words belonging to this morphological category are nouns denoting qualities, states or properties usually derived from Latinate adjectives (e.g. *curiosity, productivity, profundity, solidity*). Apart from the compositional meaning just described, many *-ity* derivatives are **lexicalized**, i.e. they have become permanently incorporated into the mental lexicons of speakers, thereby often adopting idiosyncratic meanings, such as *antiquity* ‘state of being antique’ or ‘ancient time’, *curiosity* ‘quality of being curious’ and ‘curious thing’. All adjectives ending in the suffixes *-able, -al* and *-ic* or in the phonetic string [Id] can take *-ity* as a nominalizing suffix (*readability, formality, errativity, solidity*). The suffix is capable of changing the stress pattern of the base, to the effect that all *-ity* derivatives are stressed on the antepenult syllable. Furthermore, many of the polysyllabic base-words undergo an alternation known as **trisyllabic shortening** (or trisyllabic laxing), whereby the stressed vowel or diphthong of the base word,

and thus the last but two syllable, becomes destressed and shortened, as in *obsc[i]ne* - *obsc[e]nity*, *prof[au]nd* - *profu[au]ndity*, *verb[ou]se* - *verb[o]sity*).

#### (10)-ment

This suffix derives action nouns denoting processes or results from (mainly) verbs, with a strong preference for monosyllables or disyllabic base words with stress on the last syllable (e.g. *assessment*, *endorsement*, *involvement*, *treatment*).

#### (11)-ness

Quality noun forming *-ness* is perhaps the most productive suffix of English. With regard to potential base words, *-ness* is much less restrictive than its close semantic relative *-ity*. The suffix can attach to practically any adjective, and apart from adjectival base words we find nouns as in *thingness*, pronouns as in *us-ness* and frequently phrases as in *over-the-top-ness*, *all-or-nothing-ness*.

#### (12)-ship

The suffix *-ship* forms nouns denoting 'state' or 'condition', similar in meaning to derivatives in *-age*, *-hood* and *-dom*. Base words are mostly person nouns as in *apprenticeship*, *clerkship*, *friendship*, *membership*, *statesmanship*, *vicarship*. Extensions of the basic senses occur, for example 'office', as in *postmastership*, or 'activity', as in *courtship* 'courting' or *censorship* 'censoring'.

### 2.2.5.2 Verbal Suffixes

There are three suffixes which derive verbs from other categories (mostly adjectives and nouns), *-ate*, *-en*, and *-ize* (Plag, 2012: 116-118).

(1) *-ate*

Forms ending in this suffix represent a rather heterogeneous group. There is a class of derivatives with chemical substances as bases, which systematically exhibit so-called ornative and resultative meanings. These can be paraphrased as ‘provide with X’ (ornative), as in *fluorinate*, or ‘make into X’ (resultative), as in *methanate*. However, a large proportion of forms in *-ate* do not conform to this pattern, but show various kinds of idiosyncrasies, with *-ate* being apparently no more than an indicator of verbal status. Examples of such non-canonical formations are back-formations (*formate* < *formation*), local analogies, conversion (*citrate*), and completely idiosyncratic formations such as *dissonate* or *fidate*. Phonologically, *-ate* is largely restricted to attachment to words that end in one or two unstressed syllables. If the base ends in two unstressed syllables, the last syllable is truncated: *nitrosyl* - *nitrosate*, *mercury* - *mercurate*.

(2) *-en*

The Germanic suffix *-en* attaches to monosyllables that end in a plosive, fricative or affricate. Most bases are adjectives (e.g. *blacken*, *broaden*, *quicken*, *ripen*), but a few nouns can also be found as bases (e.g. *strengthen*, *lengthen*). The meaning of *-en* formations can be described as causative ‘make (more) X’.

(3) *-ize*

Both *-ize* and *-ify* are polysemous suffixes, which can express a whole range of related concepts such as locative, ornative, causative/factitive, resultative, inchoative, performative, simulative. Locatives can be paraphrased as ‘put into X’, as in *computerize*, *hospitalize*, *tubify*. *Patinatize*, *fluoridize*, *youthify* are ornative

examples ('provide with X'), *randomize*, *functionalize*, *humidify* are causative ('make (more) X'), *carbonize*, *itemize*, *trustify* and *nazify* are resultative ('make into X'), *aerosolize* and *mucify* are inchoative ('become X'), *anthropologize* and *speechify* are performative ('perform X'), *cannibalize*, *vampirize* can be analyzed as similitative ('act like X'). Derivatives in *-ize* show rather complex patterns of base allomorphy, to the effect that bases are systematically truncated (i.e. they lose the rime of the final syllable) if they are vowel-final and end in two unstressed syllables (cf. truncated vowel-final *mémory* - *mémorize*, vs. non-truncated consonant-final *hóspital* - *hóspitalize*). Furthermore, polysyllabic derivatives in *-ize* are not allowed to have identical onsets in the two last syllables. In the pertinent cases truncation is used as a repair strategy, as in *feminine* - *feminize* and *emphasis* - *emphasize*.

### 2.2.5.3 Adjectival 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. These following explanations of adjective suffixes are based on Plag (2002: 118-122).

(1) *-able*

The suffix chiefly combines with transitive and intransitive verbal bases, as in *detractable* and *perishable*, respectively, as well as with nouns, as in *serviceable*, *fashionable*. The semantics of deverbal *-able* forms seem to involve two different cases, which have been described as ‘capable of being Xed’ (cf. *breakable*, *detractable*, *readable*), and ‘liable or disposed to X’ (cf. *agreeable*, *perishable*, *variable*; *changeable* can have both meanings). What unites the two patterns is that in both cases the referent of the noun modified by the *-able* adjective is described as a potential non-volitional participant in an event. In this respect, *-able* closely resembles episodic *-ee*. Denominal forms can convey the same meaning, as e.g. *marriageable*, *jeepable*, *kitchenable*, *roadable*. There are also some lexicalized denominal forms with the meaning ‘characterized by X’, as in *fashionable* (but cf. the concurrent compositional meaning ‘that can be fashioned’), *knowledgeable*, *reasonable*. In established loan words, the orthographic variant *-ible*: *comprehensible*, *discernible*, *flexible*, *reversible* can be found.

(2) *-al*

This relational suffix attaches almost exclusively to Latinate bases (*accidental*, *colonial*, *cultural*, *federal*, *institutional*, *modal*). All derivatives have stress either on their penultimate or antepenultimate syllable. If the base does not have its stress on one of the two syllables preceding the suffix, stress is shifted to the antepenult of the derivative (e.g. *cólony* - *colónial*). Apart from the allomorphy, there are the two variants *-ial* (as in *confidential*, *labial*, *racial*, *substantial*) and

-*ual* (as in *contextual, gradual, spiritual, visual*). With bases ending in [ s ] or [ t ], -*ial* triggers assimilation of the base-final sound to [ S ] (e.g. *facial, presidential*). The distribution of -*ial* and -*ual* is not entirely clear, but it seems that bases ending in -*ant/ance* (and their variants) and -*or* obligatorily take -*ial* (e.g. *circumstantial, professorial*).

### (3) -*ful*

Adjectival -*ful* has the general meaning 'having X, being characterized by X' and is typically attached to abstract nouns, as in *beautiful, insightful, purposeful, tactful*, but verbal bases are not uncommon (e.g. *forgetful, mournful, resentful*).

### (4) -*ic*

Being another relational suffix, -*ic* also attaches to foreign bases (nouns and bound roots). Quite a number of -*ic* derivatives have variant forms in -*ical* (*electric - electrical, economic - economical, historic - historical, magic - magical* etc.). Sometimes these forms are clearly distinguished in meaning (e.g. economic 'profitable' vs. economical 'money-saving'), in other cases it remains to be determined what governs the choice of one form over another. Derivatives in -*ic* are stressed on the penultimate syllable, with stress being shifted there, if necessary (e.g. *héro - heróic, párasite - parasític*).

### (5) -*ive*

This suffix forms adjectives mostly from Latinate verbs and bound roots that end in [ t ] or [ s ]: *connective, explosive, fricative, offensive, passive, preventive, primitive, receptive, speculative*. Some nominal bases are also attested, as in *instinctive, massive*. Apart from some exceptions (e.g. *áternate - alternative*),

there is no stress shift, but a number of fairly systematic base alternations can be observed: [d] to [s] (e.g. conclude - conclusive), [iv] to [ept] (e.g. receive - receptive), [djus] to [dakt] (e.g. produce - productive).

(6) *-less*

Semantically, *-less* can be seen as antonymic to *-ful*, with the meaning being paraphrasable as ‘without X’: *expressionless, hopeless, speechless, thankless*.

(7) *-ous*

This suffix derives adjectives from nouns and bound roots, the vast majority being of Latinate origin (*curious, barbarous, famous, synonymous, tremendous*). Like derivatives in *-al, -ous* formations are stressed either on the last but one syllable or last but two syllable (the so-called **penult** or **antepenult**), with stress being shifted there, if necessary (e.g. plátitude - platitúdinous). There are further variants of the suffix, *-eous* (e.g. erroneous, homogeneous), *-ious* (e.g. gracious, prestigious), and *-uous* (e.g. ambiguous, continuous).

#### 2.2.5.4 Adverbial Suffixes

These following explanation of adverbial suffixes are based on Plag (2002: 123)

(1) *-ly*

The presence of this exclusively de-adjectival suffix is for the most part syntactically triggered and obligatory, and it can therefore be considered inflectional. However, in some formations there is a difference in meaning between the adjective and the adverb derived by *-ly* attachment: *shortly, hardly* and *dryly* are semantically distinct from their base words and *hotly, coldly* and

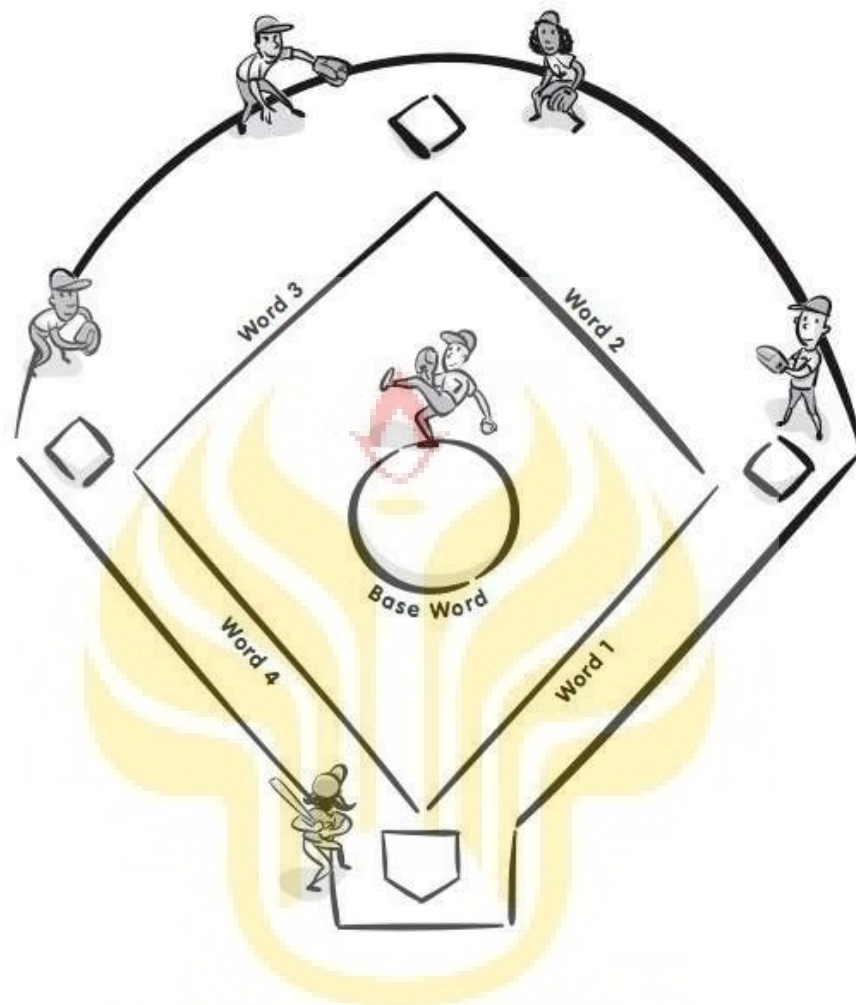
*darkly* can only have metaphorical senses. Such changes of meaning are unexpected for inflectional suffix, which speaks against the classification of adverbial *-ly* as inflectional.

### 2.2.6 Word Baseball Graphic Organizer

Bromley et. al., 1995 (as cited in Stamper, 2006) states “Graphic organizer is a visual and graphic representation of relationships among ideas and concepts. This instructional tool comes in a variety of formats – from loose webs to structured grids - that help students process information they’ve gathered and organize their ideas”. Word Baseball Graphic Organizer is a tool in which to increase students’ vocabulary mastery by adding prefixes and/or suffixes to a base word to create new words. It consists of a baseball diagram which offers a word as a basic word, then the students tend to make four other words out of the basic word by adding prefixes and suffixes to that basic word. The system of this organizer is similar to a baseball game in which the players or the students have to hit the homerun by adding prefixes and suffixes on that base word.

To use word base ball we need to explain the students about a family of word. A family of word is a word which has the same base word. For instance the base word *predict*. If we add the suffix *-able*, it becomes *predictable*. Then if prefix *un-* is added, it becomes *unpredictable*. Those three words belong to the same family, but each of them has different function and meaning. For example, *predict* is a verb while *predictable* and *unpredictable* are adjectives. The figure of word baseball graphic organizer can be seen in the following page:





**Figure 2.1: Word Baseball Graphic Organizer**

### **2.2.7 How to Play Word Baseball Graphic Organizer**

There are four bases in the baseball field: home plate, first base, second base, and third base. In the middle of the field there is a place where the pitcher swings the ball. It is called pitcher's mound. The batting team tries to make score by hitting the ball from the pitcher and running counterclockwise through the first base, second base, third base, and back to home plate. This game is adapted as a

medium to enrich students' vocabulary by using word baseball graphic organizer.

Here are some steps to play word baseball graphic organizer:

- (1) Pick a base word and write it in the pitcher's mound. For example it is chosen the word '*sweet*' as the base word. Then the word "sweet" is classified into its part of speech.

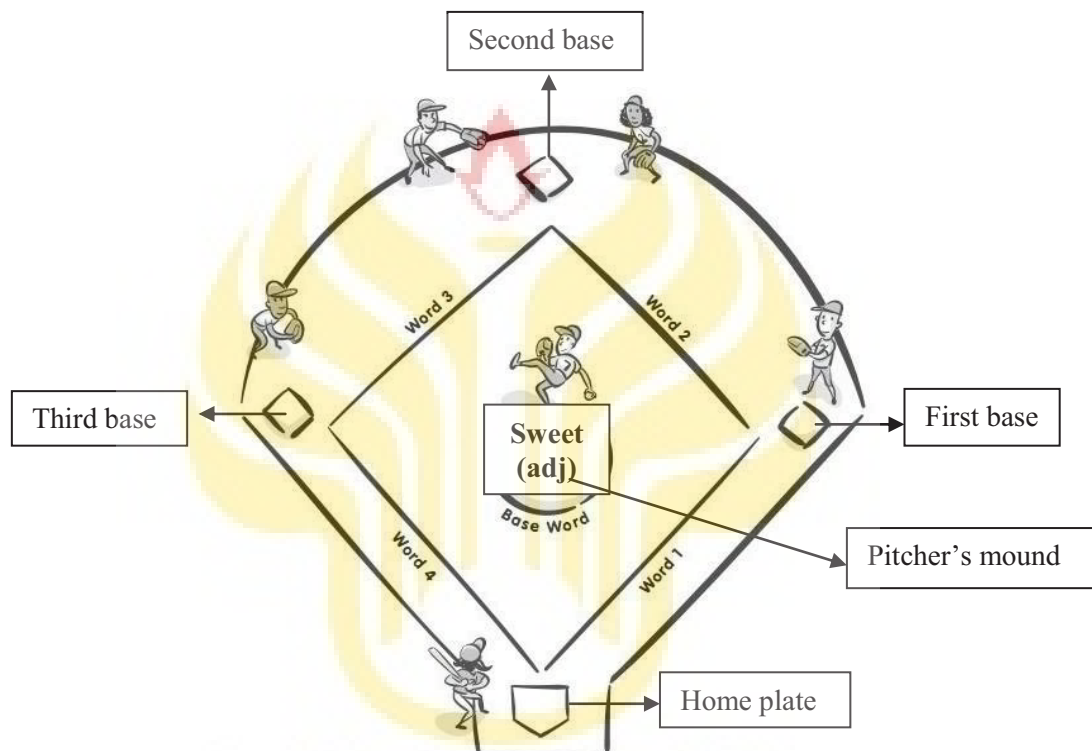


Figure 2.2: The Detail of Word Baseball Graphic Organizer

- (2) To reach the first base you must change the word '*sweet*' into another word which is still in one family by adding the prefix or suffix to the base word. Don't forget to identify whether it belongs to noun, verb, adjective, or adverb. For example add the word '*sweet*' with suffix '*-ness*' then it becomes '*sweetness*'. The word '*sweetness*' belongs to noun. Write the word '*sweetness*' in the space between home plate and first base.

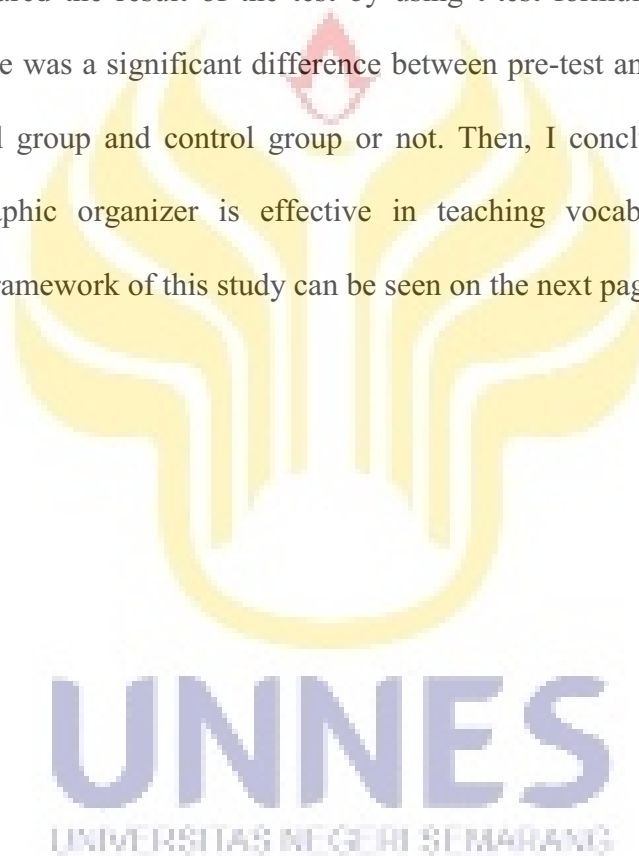
- (3) Add another suffix or prefix to the word '*sweet*'. For example, add the suffix '*-en*' to the word '*sweet*'. It becomes '*sweeten*' and belongs to verb. Write it in the space between first base and second base.
- (4) The third word is '*sweetly*'. It is formed by adding the suffix '*-ly*' to the word '*sweet*'. '*sweetly*' has function as an adverb. Write the word '*sweetly*' in space between second base and third base.
- (5) Then make a home run by adding the base word '*sweet*' with the suffix '*-ing*'. It becomes '*sweetening*' and belongs to noun. Write it in the space between third base and home plate.
- (6) Finally you can run through first base, second base, and third base by making words with prefixes and suffixes. If you cannot add the prefix or suffix anymore to the base word before the second or third base, you have to stop in that base. Then, you can start again by choosing another word as a base word.

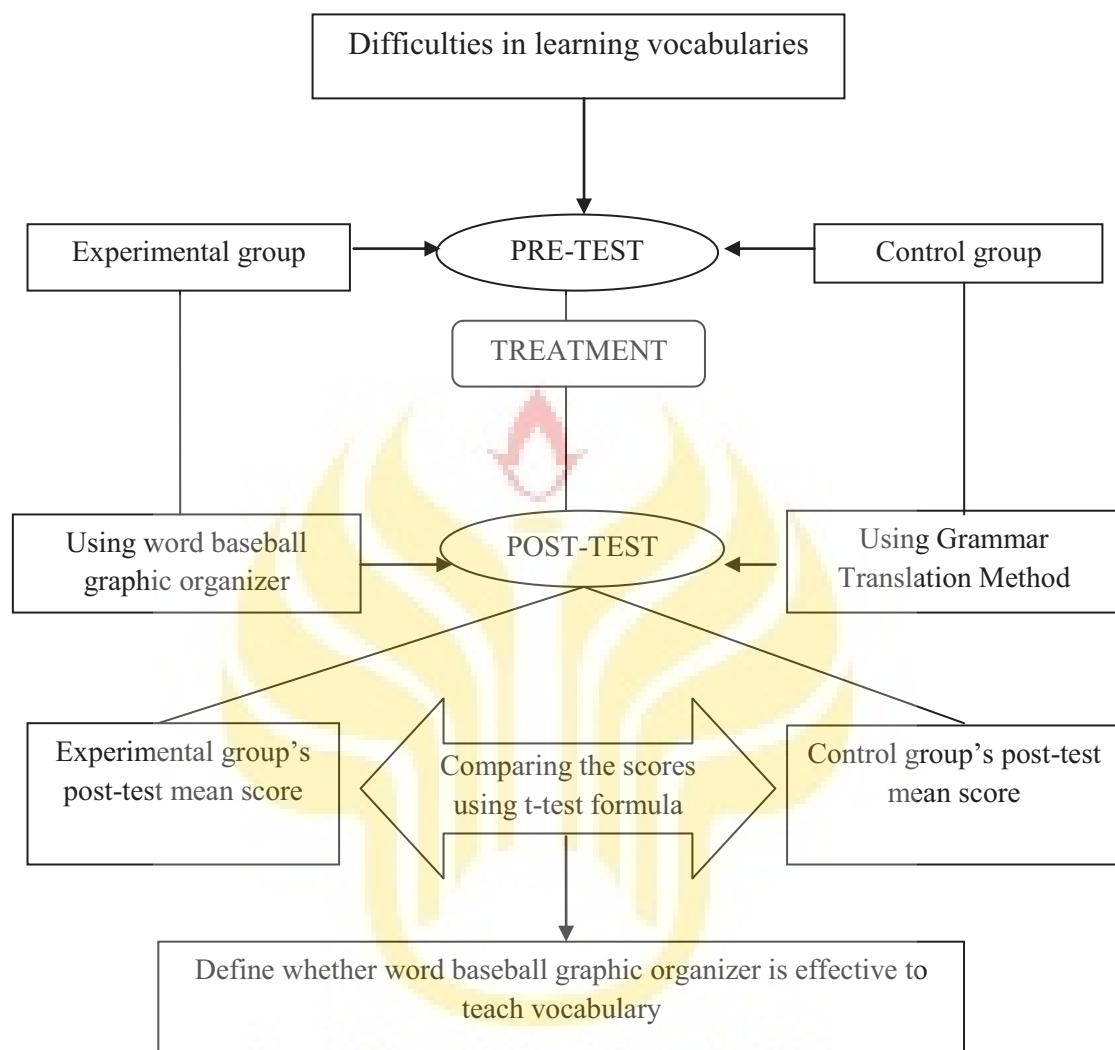
### 2.3 Theoretical Framework

Based on the theory above, I conclude that there has not been very much studies about using word baseball graphic organizer in teaching vocabulary. Thus, I focus on applying word baseball graphic organizer as a medium to teach vocabulary. In this case, I taught about vocabulary in the hortatory text by using word baseball graphic organizer which relates to school-based curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. This research applied a quasi-experimental research. In experimental research, there are two groups, control and experimental groups.

The experimental group used word baseball graphic organizer as treatment of vocabulary mastery. The control group applied Grammar Translation Method.

Both groups were given two tests, pre-test and post-test. Pre-test was conducted in the beginning of the research. Post-test was conducted in the end of the test. In the middle of the test the treatment was given. After giving the post-test, I compared the result of the test by using t-test formula in order to know whether there was a significant difference between pre-test and post-test between experimental group and control group or not. Then, I concluded if using word baseball graphic organizer is effective in teaching vocabulary or not. The theoretical framework of this study can be seen on the next page:





**Figure 2.3: Theoretical Framework**

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This research started with the questions whether there is any significant difference between the vocabulary achievement of the students who were taught by using word baseball graphic organizer and those who were not, and how effective is the use of word baseball graphic organizer in teaching vocabulary at the eleventh grade students in one of the State Senior High Schools in Semarang in the academic year of 2015/2016.

This chapter presents the conclusions of the research based on the result of the experiment, and suggestions for students, teachers, and the other researchers.

#### **5.1 Conclusions**

Due to the result of the study that has been elaborated in the previous chapter, I would give some conclusions about this study.

The first conclusion, there is a significant difference between the vocabulary achievement of the eleventh grade students in one of the State Senior High Schools in Semarang in the academic year of 2015/2016 who were taught by using word baseball graphic organizer and those who were not. According to the analysis of t-test result that has been elaborated in the previous chapter, it was obtained that the t-value was higher than t-table on the 5% alpha of education and 66 degrees of freedom ( $1.990 > 1.787$ ) and the sig (2-tailed) value equaled to the level of significance ( $0.050 = 0.05$ ). It means that there is a significant difference

between the vocabulary achievement of the students who were taught by using word baseball graphic organizer and those who were not. In addition, the research findings revealed that the result of the research is in line with my alternative hypothesis ( $H_1$ ) that “The use of word baseball graphic organizer is effective to teach vocabulary to the eleventh grade students.” Thus, this hypothesis is accepted.

Second, according to the pre-test and post-test mean scores of each group, the use of word baseball graphic organizer is effective to teach vocabulary. It could be seen that the mean score of pre test in the control group was 74.62 and the post test was 79.29. According to those scores, the difference between pre test and post test score on the control group was 4.67. Meanwhile, the average score of pre test in the experimental group was 74.35 and the post test was 83.09. From those scores, the difference between pre test and post test score on the experimental group was 8.74. There was an improvement on both groups' achievement, but the score difference of the experimental group was higher than the control group. Moreover based on the questionnaire analysis, it showed that the students attracted with the media that I used. This media helped the students to enrich the vocabulary. The students' response towards the teaching and learning was good. The students' positive attitude toward the lesson was also good. The students were interested in the materials given during the teaching learning process. Thus, I come to the conclusion that the use of word baseball graphic organizer is effective to teach vocabulary.

## 5.2 Suggestions

There are some suggestions that I could give after conducting this study. Based on the conclusions above, I would like to present the following suggestions.

First, for students, they could use word baseball graphic organizer in learning and mastering vocabulary. Besides, they could also use this medium to analyze the function of the words or words' part of speech.

Second, for teachers, especially in teaching vocabulary, they should find an interesting way to increase students' interest. There are so many techniques and media which teachers can use in teaching vocabulary and word baseball graphic organizer is one of the media which can be used as an alternative medium.

Third, for the next researchers, I hope they can use this study as one of their references to conduct their research on the same field of study and are expected to conduct a better improvement on their research.



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The students did post-test

