

CHAPTER II

THEORETICAL REVIEW

A. Prefixes

1. Definition of Prefixes

Prefix is an affix that is added or attached at the beginning of the base to make a new word. Prefixes generally have an easily understood meaning in and of themselves, which they apply to the root word to which they are affixed.¹

2. Types of Prefixes

- a. Inflection prefixes do not create separate words. They merely modify the word in which they occur in order to indicate grammatical properties.²

Here are the examples:

1) Noun Base with Prefix

Although these prefixes may be added to a noun, they do not change their word classes, these prefixes are: *diss-*, *in-*, *im-*, *-ir-*, *-non-*, *-mis*.

¹ Francis Katamba, *English Words, structure, history, usage*, (New York: Routledge, 2nd.ed. 2005), p.52.

² Andrew Carstairs, *An Introduction to English Morphology*, Edinburgh University Press Ltd, 2002

Table 1: Prefixes Showing Noun Base

Prefixes	Nouns	Nouns
dis-	advantage (keuntungan)	disadvantage (merugikan)
un-	employment (pekerjaan)	unemployment (pengangguran)
in-	equality (persamaan)	inequality (ketidaksamaan)
im-	morality (kesusilaan)	immorality (tunasusila)
ir-	rationality (rasionalitas)	irrationality (ketidakrasionalan)
non-	existence (keberadaan)	nonexistence (ketidakberadaan)
mis	behavior (kelakuan)	Misbehavior. ³ (kelakuan buruk)

The negative prefixes im-, in-, and ir- all mean ‘not’ in words such as Impertinent or illegal. Exactly which of these three prefixes is used depends upon the place of articulation of the consonant beginning the base to which they are affixed⁴

³Drs. Ilzamudin Ma'mur, *Pijar-pijar Pemikiran Bahasa dan Budaya*, (Jakarta: Diadit Media, 2006), pp.67,68.

⁴ Charles F. Mayer. *Introducing English Linguistics* (United states of America : Cambridge University Press, 2009) pp. 207

2) Verb Base with Prefixes

These prefixes though can be added to verbs, they do not change the word-class of the concerned verbs among of these prefixes are: *dis-*, *-un-*, and *-mis*.

Table 2: Prefixes Showing Verb Base

Prefixes	Verbs	Verbs
dis-	continue (melanjutkan)	discontinue (menghentikan)
un-	lock (terkunci)	unlock (membuka kunci)
mis	count (menghitung)	miscount (salah hitung)

3) Adjectives Base with Prefixes

These prefixes, though added to adjectives, they do not change the word-class of the concerned adjectives, but their meanings. These include: *dis-*, *un-*, *im-*, *ir-*, and *non-*,

Table 3: Prefixes Showing Adjective Base

Prefixes	Adjectives	Adjectives
dis-	honorable (terhormat)	dishonorable tidak terhormat
un-	changeable (berubah-ubah)	unchangeable (tak dapat dirubah)
in-	dependent (bergantung)	independent (merdeka)
im-	practical	impractical

	(praktis)	(tidak praktis)
ir-	responsible (bertanggung jawab)	irresponsible (tidak bertanggung jawab)
non-	destructive (merusak)	nondestructive (tidak merusak)

4) Adverbs Base with Prefixes

These prefixes, when added to adverbs, they do not change their word classes, but their meanings. The prefixes include: *un-*, *in-*, *im-*, *ir-*, and *dis-*.

Table 4: Prefixes Showing Adverb Base

Prefixes	Adverbs	Adverbs
un-	happily (dengan bahagia)	unhappily (tak bahagia)
in-	correctly (dengan tepat)	incorrectly (salah)
im-	perfectly (dengan sempurna)	imperfectly (tidak sempurna)
ir-	regularly (secara tepat)	irregularly (tidak tepat)
dis-	honestly (dengan setulusnya)	dishonestly (dengan curang)

- b. Derivation prefixes is the process of creating separate but morphologically related words. Typically, but not always it involves one more changes in form.

Here are the examples:

'permit (noun)	per'mit (verb)
'contact (noun)	con'tact (verb)
'perfect (adj.)	per'fect (verb)
'convert (noun)	con'vert (verb)

By understanding kind and meaning of prefixes, students can guess the meaning of several words that they regard hard before. It will help them to comprehend the reading text or others. So, does learning prefixes greatly increase student's vocabulary.

B. Suffixes

1. Definition of Suffixes

A suffix is an affix attached to the end of a root or word (or even group of words) serving a grammatical function.⁵ There are four word classes that can take suffixes: nouns, verbs, adjective, and adverbs. These give us four group of suffixes: noun-forming, i.e. suffixes that change verbs or adjectives into nouns, verb forming suffixes, i.e. suffixes that change nouns or adjective into verbs, adjective-forming suffixes, i.e. suffixes that change nouns or verbs into adjectives, and adverb-forming suffixes, i.e. suffixes that change nouns or adjectives into adverbs.

⁵ Francis Katamba, *English Words, structure, history, usage*, (New York: Routledge, 2nd.ed. 2005),

2. Types of suffixes

- a. Inflectional suffixes which to nouns are pluralism, such as -s or -es and the possessive makers, such as -'s and s'. These suffixes do not change the word classes.

Here are the examples:

Table 5: Suffixes Showing Nouns

Suffixes	Singular nouns	Plural nouns
-s	book (buku) bag (tas)	books (banyak buku) bags (banyak tas)
-es	match (korek) box (kotak)	matches (banyak korek) boxes (banyak kotak)

Suffixes	Common case	Possessive case
-'s	john	john's
-s'	boys	boys'

Verb which is defined as a word that express action or otherwise helps to make a statement like noun, can be identified based on their inflectional suffixes.

Table 6: suffixes showing verb

suffixes	present tense	past tense
-ed	walk (berjalan)	walked (telah berjalan)
-d	live (tinggal)	lived (telah tinggal)
-ied	try (mencoba)	tried (telah mencoba)

- b. Derivational suffixes which can be added to verb, adjective, and adverb forms to form nouns include *-ment, -er, -ar, -or, -ion, -ation, -tion, -cation, -ance, -ence, -t, -ure, -ture, -y, -ery, -age, -ing; -ness, -y, -ty, -ity, -th, -ce, -cy*.

Here are the examples:

1) Nouns with the Underlying Verbs Form

Most derivational suffixes which can be added to verb forms to form nouns include: *-ment, -er, -or, -ar, -ion, -tion, -cation, -ance, -ence, -t, -ure, -ture, -ery, -age, -ing*.

Table 7: Suffixes Showing Noun with the Underlying Verbs Form

Suffixes	Verbs	Nouns
-ment	argue (debat)	argument (perdebatan)
-er	teach (mengajar)	teacher (pengajar)

-or	collect (mengumpulkan)	collector (pengumpul)
-ar	beg (mengemis)	beggar (pengemis)
-ion	express (mengungkapkan)	expression (ungkapan)
-cation	apply (menerapkan)	application (penerapan)
-ition	compose (mengubah)	composition (ubahan)
-ance	allow (mengijinkan)	allowance (perijinan)
-ence	confide (percaya)	confidence (kepercayaan)
-t	complain (mengeluh)	complaint (keluhan)
-ure	enclose (melampirkan)	enclosure (lampiran)
-ture	fix (memperbaiki)	fixture (perbaikan)
-ery	bribe (suap)	bribery (suapan)
-age	carry (membawa)	carriage (pembawaan)

2) Nouns with Underlying Adjective Forms

Table 8: Suffixes Showing Noun with Underlying
Adjective Form

Suffixes	Adjectives	Nouns
-ness	happy (bahagia)	happiness (kebahagiaan)
-y	honest (jujur)	honesty (kejujuran)
-ty	safe (aman)	safety (keamanan)
-ity	able (mampu)	ability (kemampuan)
-th	true (benar)	truth (kebenaran)
-cy	efficient (berdayaguna)	efficiency (ketepatangunaan)
-ry	brave (berani)	bravery ⁶ (keberanian)

3) Nouns Base with Suffixes

These suffixes can be added to nouns but they do not change the word-class of noun. The change is only meaning: -*ess*, -*st*, -*ship*, -*age*, -*cy*, -*ry*, and -*ian*

Table 9: Suffixes Showing Noun Base

⁶ Ilzamudin Ma'mur&As'ari, *Modern English Morphology*, (Bandung: Humainora2009)

Suffixes	Nouns	Nouns
-ess	host (tuan rumah)	hostess (nyonya rumah)
-st	science (ilmu pengetahuan)	scientist (ahli ilmu pengetahuan)
-ship	owner (pemilik)	ownership (kepemilikan)
-age	bag (tas)	baggage (bagasi)
-cy	agent (perwakilan)	agency (perantara)
-ry	slave (budak)	slavery (perbudakan)
-ian	music (musik)	musician (pemusik)

4) Verbs with Underlying Nouns Forms

Most derivational suffixes which can be added to noun forms to form verb include: *-en*, *-ize*, *-ze*, *-fy*, *-ify*, and *-efy*.

Table 10: Suffixes Showing Verb with Underlying Noun Forms

Suffixes	Nouns	Verbs
-en	fright (ketakutan)	frighten (menakuti)
-Ize	standard (standar)	standardize (menstandarisasikan)

-ze	sympathy (simpati)	sympathize (bela sungkawa)
-fy	beauty (cantik)	beautify (mempercantik)
-ify	solid (kokoh)	solidify (menjadikan kokoh)
-efy	liquid (cairan)	liquefy (mencairkan)

5) Verbs with Underlying Adjective Forms

Most derivational suffixes which can be added to adjective to form verb include: *-ize*, and *-en*,

Table 11: Suffixes Showing Verb with Underlying Forms

Suffixes	Adjectives	Verbs
-ize	Equal (sama)	equalize (menyamakan)
-en	Weak (lemah)	weaken (memperlemah)

6) Adjective with Underlying Noun Forms

Most derivational suffixes which can be added to nouns to form adjective include: *-y*, *-ly*, *-ful*, *-less*, *-ous*, *-tal*, *-tial*, *-al*, *-ic*, *-ish*, *-like*, *-ed*, *-en*, *-ious*, *-ate*, *-ory*, *-etic*, and *-atic*.

Table 12: Suffixes Showing Verb with Underlying
Noun Forms

Suffixes	Nouns	Adjectives
-y	anger (kemarahan)	angry (marah)
-ly	friend (teman)	friendly (ramah)
-ful	beauty (orang cantik)	beautiful (cantik)
-less	harm (kerugian)	harmless (aman)
-ous	danger (bahaya)	dangerous (berbahaya)
-tal	horizon (kaki langit)	horizontal (mendatar)
-tial	confidence (kepercayaan)	confidential (rahasia)
-al	education (pendidikan)	educational (kependidikan)
-ic	artist (seniman)	artistic (artistik)
-ish	self (sendiri)	selfish (egois)
-like	life (kehidupan)	lifelike (seperti kehidupan)

-ed	skill (kemampuan)	skilled (cakap)
-en	wood (kayu)	wooden (berpohon)
-ious	ambition (ambisi)	ambitious (ambisius)
-ate	fortune (keberuntungan)	fortunate (beruntung)
-ory	satisfaction (kepuasan))	satisfactory (memuaskan)
-etic	sympathy (simpati)	sympathetic (simpatik)
-atic	system (sistem)	systematic (bersisitem)

7) Adjectives with Underlying Verb Forms

Most derivational suffixes which can be added to verb forms to form adjectives include: *-ent*, *-ant*, *-able*, *-ible*, *-ive*, *-tive*, *-ed*, *-en*, and *-ing*.

Table 13: Suffixes Showing Adjective with Underlying Verb Forms

Suffixes	Verbs	Adjectives
-ent	confide (menceritakan rahasia)	confident (pasti)
-ant	observe (mengamati)	observant (setia)

-able	explain (menjelaskan)	explainable (dapat dijelaskan)
-ible	sense (merasakan)	sensible (bijaksana)
-ive	act (perbuatan)	active (giat)
-tive	sense (rasa)	sensitive (peka)
-ed	advance (memajukan)	advanced (maju)
-en	ripe (masak)	ripen (matang)
-ing	fit (melayakan)	fitting (patut)

8) Adverbs with Underlying Adjective Forms

Derivational suffixes which can be added to adjectives to form adverb include: -y, -ly,

Table 14: Suffixes Showing Adverbs with Underlying Adjective Forms

Suffixes	Adjectives	Adverbs
-y	favorable (baik)	favorably (kebaikan)
-ly	international (internasional)	internationally (secara internasional)

9) Adverbs with Underlying Noun Forms

Most derivational prefixes which can be add to nouns to form adverb include: *-ly*, *-ward*, *-wards*.

Table 15: Suffixes Showing Adverb with Underlying Noun Forms

Suffixes	Nouns	Adverbs
-ly	former (dulu)	formerly (sebelumnya)
-ward(s)	back (belakang)	backward. (terbelakang)

Based on the explanation of examples above, if students know the meanings, the rules and definitions of suffixes, it will increase students' comprehension. It helps students see and use context so that allowing them to make educated guesses about the meaning of unfamiliar words.

C. Games

1. Definition of Games

Based on Jill Hadfield a game is an activity with rules, a goal and an element of fun.⁷ Whereas according to Katie Larson game is is a system in which players engage in artificial conflict, defined by rules, those results in a quantifiable outcome⁸. Games also are built with clear goals and provide

⁷ Jill Hadfield, *Intermediate Communication Games, A collection of games and activities for low to mid-intermediate students of English*, (Harlow: Addison Wesley Longman, 1996), p.iv

⁸ Katie Larson, *A literature Review of Gaming in Education*, (Learson Victoria Vassileva 2012)

immediate feedback (Dickey, 2000). Whereas according to Nicolas Esposito a game is a voluntary interactive, in which one or more players follow rules that constrain their behavior, enacting an artificial conflict that ends in quantifiable outcome.⁹

Games and activities can be regarded as integral components of language development. They provide concentrated use of language, meaningful contexts, opportunities for real, spontaneous communication and elements of enjoyment that capture learner interest. These make games and activities vital links between structured language practice and 'real world' language use. Games and activities can also be used as extremely effective and efficient needs analysis tools, where areas of strength and improvement can easily be seen. Due to their unpredictable, dynamic nature and spontaneous use of language, games and activities are well-suited to situations and times of free and open communication, as opportunities for participants to use language they have previously studied. Also, because of their inherent interaction requirements, games and activities are ideal for situations where participants are not familiar with one another, and, therefore, act as reasons, focal points and avenues for communication. Furthermore, due to their adaptability and flexibility, games and activities can be used with participants of all language abilities, from elementary through to advanced levels.

⁹ Nicolas Esposito, *Emulation et jeux video*. Micro application, 2001.

2. Definition of Index Card Games

Based on Sharon Elwell Index card games is set of cards containing information, usually in alphabetical order.¹⁰ And other says that index card games is one of instructional techniques of active learning are include in the various reviewing strategic (strategies of repetition).

Before explaining the technique of using index card games, the writer will conclude that index card is one of strategy that will engage students actively in the learning process. And the variations of playing index card games.

Variation of index card games as follow

- *Match It*
- *Flash 'n Match*
- *Match Maker*
- *Challenge Match*
- *Matchless*
- *Category Match*
- *And the last is Matcho.*

¹⁰ Elwell, Sharon, & Raymond C. Clark, *A Collection of Index Card Games for Learner of English*, Vermont: Pro Lingua Associates, 2000

3. The Technique of Using of Index Card Games

Now, here are the techniques of using index card games through **Match It** based on the book of *A Collection of Index Card Games for Learner of English*¹¹ ;

1. Photo copy the page and cut it up into 24 individual pieces of paper
2. Paste these pieces of paper onto 24, 3x5 index cards
3. Shuffle the cards well. Lay them out face down. Write the numbers 1 to 24 on the back of the cards.
4. Lay the cards out in a grid. Usually a six-by four format works best. Place the cards face down with card number 1 at the top left and 24 at the bottom right.
5. In turns, the players call out any two numbers, for example, 6 and 17. The two cards are turned over, and if by chance they match, the player says “match!” and take the cards. If the cards don’t match, they are turn back over with only their number showing.
6. As the game progresses, the players struggle to remember the locations and/or numbers. The game will work well if the players are grouped into teams.
7. There are two ways two continuing the play. One way is to allow a player who makes a match to immediately try for another match. However, as the game nears completion, this often allows one player to run away with the game, taking all of the remaining unmatched

¹¹ Sharon Elwell & Raymond C. Clark, *A collection of index card games for learner of English*, (Vermont: Pro Lingua Associates, 2000), pp. 2-3.

pairs. To allow for fuller participation, let each player take only one opportunity to make a match, successful or not, and then let the next player take a turn.

8. There are many possible ways to score these games. The simplest is to give one point for each match. To stress the importance of using the matched words correctly, give one point for a successful match and one point for successful sentences.

D. Vocabulary

1. Definition of Vocabulary

Based on Sandra Anderson & Kay Kullen vocabulary is A list of words in alphabetical order with meaning.¹² According to David Crystal vocabulary is fixed set of words used of definition of other words.¹³ According to Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of language might use.

From the definition above, we can see that vocabulary is all the words in a language that are familiar and used by person to communicate with each other.

2. Techniques of Teaching Vocabulary

One cannot speak, understand, read, or write a foreign language without knowing a lot of words. Therefore vocabulary learning is at heart of mastering a foreign language. Generally,

¹² Sandra Anderson & Kay Kullen, *Vocabulary in Chambers students' dictionary*, (Edinburgh: Chambers Harahap Publishers, 1997), p. 460.

¹³ David Crystal, *A dictionary of linguistic of phonetic*, (UK: Blackwell publishing, 6th. Ed., 2008), pp. 132 & 512.

as a beginner, to understand the meaning of sentence is not easy to understand word by word. If word does not often to practice often, automatically word will reduce or lose. To help students maintain the capacity of words that has been taught, the teacher should know some techniques to present vocabularies. According to Wilga Rivers in the book of how to teach vocabulary wrote:¹⁴ Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experiences in all manner of associations but ultimately it is learned by the individual. As language teachers, we must arouse interest in words and a certain excitement in personal development in this area. We can help our students by giving them ideas on how to learn, but each will finally learn a very personal selection of items, organized into relationships in an individual way.

3. Problems in Teaching Vocabulary

To a large extent, the words we know and use are who we are. Words are not just tokens that one might memorize to impress others. Instead, the words that make up one's vocabulary are part of an integrated network of knowledge. Vocabulary knowledge is knowledge. The knowledge of a word not only implies definition but also implies how that word fits into the world. The more we know about concept, the more words we will bring into our understanding of the concept.

¹⁴ Scott Thornbury, *how to teach vocabulary*, (England: Longman, 2002), p.144.

One would think that the problem of the teaching word meanings is a simple one, just determine what words need to be learned and teach them to children as effectively as possible. However, there are four problems with this approach¹⁵:

1. The sheer number of words that children need to learn, so as to understand and use with proficiency both oral and written language.
2. The gap in levels of words knowledge among children.
3. The gap in levels of word knowledge begin even before children enter school.
4. Traditional vocabulary instruction does not teach children word-learning strategies and how to appreciate words.

In order to impact on children's comprehension, vocabulary teaching should be rich, intensive, and full of interesting information. It needs to cover a great many words and cover them well. One of the most effective ways to control the student learning of new words is to keep vocabulary notebook or vocabulary cards.

¹⁵ Elfrieda H. Hiebert & Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (London: Lawrence Elbaum Associates, 2005), p.95.