



Applying Deconstruction Analysis to Develop Vocabulary of the Second Semester Students of English Department at the University of Cokroaminoto Palopo

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Abstract

This research aims: (1) to find out whether or not the use of deconstruction analysis effective to develop the students' vocabulary in word formation, word meaning and word usage and (2) to find out the aspect which is mostly affected by using deconstruction analysis. This research employed quasi experimental with a Non-equivalent design. Pre-test was held before treatment and post-test after treatment. The population of this research was the second semester students of English department at the University of Cokroaminoto Palopo, which consist of seven classes. The total number of population was 300 students. This research used purposive sampling; the researcher took two classes as the samples of the research from the entire group. One class was an experimental class and the other was a control class. The sample of each class was 30 students. The data was collected by using vocabulary test to get the students' vocabulary mastery in covering word formation, word meaning, and word usage, which were analyzed by inferential statistic through SPSS version 17 for windows program. The students' result of posttest of experimental group was significantly developed than posttest of control group by the mean score of $76.22 > 37.55$. The difference of both score is statistically significant based on the t-test value at significant level of $\alpha 0.05$ in which the probability value was lower than the significant level of alpha ($0.00 < 0.05$). So, H_1 was accepted and H_0 was rejected. Further, the three aspects (word formation, word meaning, and word usage) had the same average score; the score of F_{count} (1.64) was smaller than F_{table} (2; 87; 0.05) was 3.10 or $1.64 < 3.10$. So, in this case, H_1 was rejected and H_0 was accepted. It can be concluded that the use of deconstruction analysis effective to develop the students' vocabulary mastery in word formation, word meaning, and word usage though the three aspects had the same average score.

Keywords: deconstruction analysis, developing vocabulary, word formation, word usage, word meaning

A. Introduction

Badan Standar Nasional Pendidikan (BSNP, 2006:2) recommends that the four language skills for Senior School (SMA/MA), namely reading, listening, speaking and writing be taught integratedly, and the purpose to train the students to get thoughts or ideas, which can help them in developing themselves. These four language skills are developed from four language components; structure, vocabulary, spelling and pronunciation. In this research, the researcher's attention focuses on vocabulary.

Vocabulary is an essential component of all language use (Long and Richard, 1987:305). Then, it would be impossible to learn a language without it. That is why the mastery of vocabulary can smoothen the way to success in mastering the language skills.

Furthermore, Richard and Renandya (2002:255) states vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Students or others cannot convey their ideas in written and spoken form without having sufficient mastery of vocabulary. So, it is not wrong if we say, there are only two things that we need to learn when we study a foreign language, namely words and how to put them together to be good sentences.

There are many strategies that teacher has applied to develop students' vocabulary, but in fact the number of the students' vocabulary mastery is still very low, and based on my preliminary observation, particularly for students at the University of Cokroaminoto Palopo that many students were still lack of vocabulary, if the teacher asked them to do an exercise, they were difficult to do it. Vocabulary is not a simple matter, because learning thousand of words by heart make the students bored if the direction of acquiring and having sufficient vocabulary cannot make them interested, That is why English teachers have to use the material of vocabulary instructions to make the students successful in learning vocabulary.

In this research, the researcher concentrated to deconstruction analysis as strategy in teaching vocabulary. When we read, we often come upon unfamiliar words. How do we figure out the meaning? Looking the word up in the dictionary is one way, but this may not always be convenient or possible (as in a test), therefore deconstruction analysis is needed on vocabulary development in order the students can deduce the formation of word, the meaning of word and the usage of word. Deconstruction analysis refers to break observations down into component pieces because many English words can be traced back into the root and the process of construe the word back to the root that is called deconstruction analysis.

Deconstruction analysis as vocabulary strategy will be profitable to help students develop their vocabulary mastery, because this strategy provides opportunity for students to have many vocabularies. Saussure (2012) says deconstruction: traced words over time looking for the changes in sounds and meanings.

B. Literature Review

1. Vocabulary

Good (1959:642) defines that vocabulary as the words having meaning when heard or seen even though not produced by the individual himself to communicate with others is the words that considered essential for minimal use of language.

Those explanation about vocabulary, shows that it is very important for learners to master vocabulary. It is very useful to be able to master the skill in language learning such as writing, speaking etc. Related to vocabulary definitions, Webster (1990: 1370) defines vocabulary:

- 1) A list or collection of words and phrase usually alphabetically arrange and explain to defined lexicon.
- 2) A sum or stock of words employed by a language group, individually or word in field of knowledge.

In addition, Hornby (1974: 78) defines vocabulary as:

- 1) Total number of words (either rules for combination them) make up the language.
- 2) Range of words known to or used by person in a trade, profession, etc.
- 3) Book containing a list of words used in a book etc. usually with definition or translation.

Furthermore, in Oxford Learner's Pocket Dictionary, New Edition in UNNES (1995) states vocabulary is the total number of word in a language, words known to a person; last of words with their meanings, especially at the back of for teaching a foreign language.

Then, Harmer (1991:59) divides vocabulary in two groups, namely:

- 1) Active vocabulary refers to vocabulary that has been learned by the students. They are expected to be able to use it.

- 2) Passive vocabulary refers to words which students will recognize when they meet them, but they probably not are able to produce it.

In respect to the definition of vocabulary, the researcher concludes that vocabulary is one of the language components that have an important role in mastering English, it would be impossible for someone to speak a language without it.

2. Deconstruction Analysis

The definition of deconstruction can be found from Baty (2009) says that deconstruction is breaking observations down into component pieces. This is the classical definition of analysis. Breaking down research data into its component parts is a standard technique for analysis. One example of deconstruction is turning an interview transcript into a series of separate comments or answers to questions.

The aim of deconstruction is to decouple each component so as to allow inspection of each in its own right. In other disciplines this process is used as a device for critical thinking, by passing the potentially misleading image conveyed by the whole. The deconstruction made easier a lot of the subsequent analysis work. It was a minor, but significant, step in the overall process.

Johnson (1981) clarifies "Deconstruction is not synonymous with "destruction", however. It is in fact much closer to the original meaning of the word 'analysis' itself, which etymologically means "to undo" -- a virtual synonym for "to de-construct." If anything is destroyed in a deconstructive reading, it is not the text, but the claim to unequivocal domination of one mode of signifying over another.

World English Dictionary (1973) deconstruction: a technique of literary analysis that regards meaning as resulting from the differences between words rather than their reference to the things they stand for. Different meanings are discovered by taking apart the structure of the language used and exposing the assumption that words have a fixed reference point beyond themselves.

Then the researcher concludes that deconstruction analysis is the strategy that provides opportunity for students to know the word in some parts, in order they can find out the core of the word.

Vocabulary Strategy: Deconstruction Analysis

Cahsee on Target (2006), many English words can be traced back. Often you can guess the meaning of an unfamiliar word if you know the meaning of its parts: roots, prefixes, and suffixes. A word root is a part of a word. It contains the core meaning of the word.

Example: *The root "scrib-" or "script" means "to write."*

The root "anthrop-" means "human."

A prefix is placed at the beginning of a word to change its meaning; it cannot stand alone.

Example: *The prefix "pre-" means "before."*

Note: A prefix is an affix (something that is attached) that comes before a word.

The prefix "bio-" means "life."

A suffix is a word part that is placed at the end of a word to change its meaning; it cannot stand alone.

Example: *The suffix "-fy" or "-ify" means "to make or cause to become."*

The suffix "-ology" means "the study of."

Roots combine with prefixes and suffixes to form new words. Often, you can take apart (or deconstruct) an unknown word by examining each individual part.

Example: *The Latin root -tract- means "to pull." You can combine it with the prefix de, which means "away" to get the word "detract." "Detract" means "to pull away."*

*Now let's combine the root -tract- with the prefix re-, which means "again" or "back."
The word "retract," means "to pull back."*

Dealing with the example above, the researcher states that there are many words in English can be divided into some parts to show us prefix, suffix and of course the core of the word itself.

C. Methodology

In this research, the researcher applied quasi experimental design with a Non-equivalent model. The researcher divided the research object into two groups; they were the experimental group who had treatment with deconstruction analysis and the control group without treatment. Both groups were given pre-test and post-test. The pre-test was given to find out the prior knowledge of the students, while post-test was given to find out the effectiveness of applying deconstruction analysis to develop the students' vocabulary.

The population was the second semester students of English Department at University of Cokroaminoto Palopo. The numbers of population were 300 students with seven classes. The

researcher took two classes with no random as the samples of the research. The sample of each class was 30 students. The students' vocabulary mastery was measured by conducting vocabulary test in covering word formation, word meaning, and word usage. All data were analyzed by using SPSS program version 17.00. The researcher also calculated the t-test value (at the significant level of α 0.05) to see the difference between pretest and posttest in the groups. ANOVA was used to know which of the three aspects was mostly affected through deconstruction analysis.

D. Findings and Discussion

The description of the data collected through the vocabulary tests showed that the students' ability develops significantly. It was supported by the result of the students' pre-test and post-test of experimental group. The data showed that the use of deconstruction analysis was more effective in developing vocabulary than conventional way (Lecturing method). It was supported by the mean score of post-test in experimental group (76.22) which is categorized as good and the control group (37.55) which is categorized as very poor.

Table 1. The Mean Score and Standard Deviation of the Students' Post-test

Groups	Mean Score	Standard Deviation
Experimental	76.22	4.174
Control	37.55	4.789

The data indicated that the two strategies were significant difference to the students' result in developing vocabulary, and the use of deconstruction analysis influenced the students' achievement, it showed that deconstruction analysis gave better effect than conventional way.

Based on the T-test, both pretest of the experimental and the control group, the researcher found that the p-value (probability value) was higher than α ($7.45 > 0.05$). The t-test value of experimental and control group in pretest was remarked not significant.

Table 2. The Independent T-test Value of Students' Mastery in Control and Experimental Group

Variables	Probability Value	A	Remarks
Pre-test of control and experimental group	7.45	0.05	Not Significant
Post-test of control and experimental group	0.00	0.05	Significantly different

Meanwhile, the p-value of posttest from both groups were lower than α ($0.00 < 0.05$). The t-test value of both groups in post-test was remarked significant difference. It indicated that the alternative hypothesis (H_1) was accepted and of course, the null hypothesis (H_0) was rejected. Comparing both groups, it was proved that the use of deconstruction analysis in developing vocabulary is more effective than conventional way. Baty (2009) said that deconstruction is breaking observations down into component pieces; it is the way that provides opportunity for students to know the parts of the component, because many English words can be traced back. In other words, deconstruction analysis gave chance for students to know the word in some parts in order they can find out the core of the word. It means that deconstruction analysis gave many contributions to the students to develop their vocabulary.

Another fact showed that the use of deconstruction analysis gave better effect to experimental group and had many contributions in developing vocabulary; it was proved by students' score on each aspect in developing vocabulary. All students' score for each aspect was improved. The students score improved after conducting treatment.

Table 3. The Mean Score and Standard Deviation of Students' Post-test on Word Formation

Groups	Mean Score	Standard Deviation
Experimental	78.00	7.14
Control	37.33	5.83

Table 4. The Mean Score and Standard Deviation of Students' Post-test on Word Meaning

Groups	Mean Score	Standard Deviation
Experimental	75.33	5.07
Control	36.00	9.32

Table 5. The Mean Score and Standard Deviation of Students' Post-test on Word Usage

Groups	Mean Score	Standard Deviation
Experimental	75.33	7.30
Control	39.33	8.68

Beside that, to determine which one of aspect (word formation, word meaning or word usage) is mostly affected by using deconstruction analysis, the researcher used one way ANOVA and it showed that the three aspects have the same average score, where F_{count} (1.64) was smaller than F_{table} (2; 87; 0.05) was 3.10 or $1.64 < 3.10$ and the score of *P-value (Sig.)* was greater than Alpha or $0.200 > 0.05$. It showed that H_1 was rejected and H_0 was accepted. So, the three aspects (word formation, word meaning, and word usage) have the same average score in experimental group. According to Saussure (2012), he said that deconstruction: traced words over time looking for the changes in sounds and meanings, it means that when we study the word by using deconstruction analysis, automatically we will be recognized by the formation, meaning, and usage of word in one step. So, it was natural when the students got the same average score in experimental group, because they learnt the word by using deconstruction analysis, the strategy that provides opportunity for students not only to know the formation but also meaning and usage of word.

E. Conclusion

Based on the findings discussed in the previous chapter, some conclusion could be drawn as follows:

The use of deconstruction analysis developed the students' ability in word formation better than in conventional way (Lecturing method), it was showed by the students' result in posttest. Mean score of experimental group was higher than control group ($78.00 > 37.33$). So, it was significant difference.

The use of deconstruction analysis developed the students' understanding of word meaning, it was proved by the mean score of students' post-test. The mean score of experimental group 75.33 which were categorized as good and control group 36.00 which were categorized as very poor. So, deconstruction analysis gave contribution in teaching vocabulary to develop the students' understanding of word meaning in experimental group.

The use of deconstruction analysis in teaching vocabulary to develop the students' ability in word usage gave better effect than in conventional way (Lecturing method). Mean score of students' post-test on word usage in experimental group was higher than control group ($75.33 > 39.33$).

The result of T-test showed significant difference between the students' score in experimental and control group, the researcher found that the p-value (probability value) was higher than α ($7.45 > 0.05$) and the degree of freedom 58. The T-test value of experimental and control group in pretest was remarked not significant. Meanwhile, the p-value of posttest from both groups were lower than α ($0.00 < 0.05$) and the degree of freedom was 58. The T-test value of both groups in posttest was remarked significant difference. It indicated that the alternative hypothesis (H_1) was accepted and of course, the null hypothesis (H_0) was rejected.

Based on the result of the data analysis and conclusion above the researcher suggests that teacher should give the exact strategy in teaching vocabulary in aspects: word formation, word meaning, and word usage. The students should be given materials by using "Deconstruction Analysis in Developing Vocabulary". The achievement of student taught by using "Deconstruction Analysis in Developing Vocabulary" is rising significantly. The researcher expects the teachers, especially at University of Cokroaminoto Palopo to apply this strategy in developing vocabulary in aspects: word formation, word meaning, and word usage. Due to its limitation, the present research was just held five times for treatments, so it was not maximized.

Therefore, it is suggested that there should be a further research with more exercises on skill to be developed.

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