

ENRICHING THE STUDENTS' VOCABULARY MASTERY BY APPLYING DECONSTRUCTION ANALYSIS AT STKIP YPUP MAKASSAR

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ABSTRACT

Applying appropriate technique to develop the students' vocabulary mastery is the English lecturer's responsibility in STKIP YPUP Makassar to create the situation. Deconstruction analysis is a technique in generating vocabulary class more fun, enjoyable, and memorable for the students. This research aims at: (1) finding 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) knowing the aspect which is mostly affected by using deconstruction analysis.

This research employed quasi experimental design. The population of this research was the students of English department at STKIP YPUP Makassar, which consisting of five classes in 2016/2017 academic year. The total number of population was 150 students.

This research used cluster random sampling. The samples of this research; one class was as an experimental class and the other was as a control class. The samples of each class were 30 students. The research data was collected by using vocabulary test to get the students' vocabulary achievement in covering word formation, word meaning and word usage,

which were analyzed by inferential statistic through SPSS version 22.0 for windows program.

The students' result of post-test of experimental group is significantly developed than the students' result of post-test of control group by the mean score $76.22 > 37.55$. The difference of both scores is statistically significant based on the t-test value at significant level 0.05 in which the probability value is lower than the significant level ($0.00 < 0.05$). The three aspects (*word formation, word meaning, and word usage*) have the same average score; the score of *F-Obs* (1.64) was smaller than *F-table* (3.10) or $1.64 < 3.10$. So, 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 in word formation, word meaning and word usage. Besides, the three aspects have the same average score. It reveals that no one of the three aspects is mostly affected by using deconstruction analysis.

Keywords: Deconstruction Analysis and Vocabulary

RESEARCH TITLE

Enriching the Students' Vocabulary Mastery by Applying Deconstruction Analysis at STKIP YPUP Makassar.

CHAPTER I: INTRODUCTION

1.1 Background

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. Mofareh Alqahtani (2015) states that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. Therefore, the teaching of vocabulary should be given more priority and attention than the other skills, because the knowledge of vocabulary is a key in understanding those skills. Students or others cannot convey their ideas in written and spoken form without having sufficient mastery of vocabulary.

Having a good ability in communicating is not easy, sometimes students not only feel afraid communicating with others because they don't have a good command of vocabulary in their mind, so they cannot communicate as clearly as they would like to say but also they feel making mistake in conversation, that is why they cannot express their ideas or opinions and converse to others, so we can say if we will not be able to speak it out if we don't have enough vocabulary.

There are many strategies that lecturers have applied to develop students' vocabulary, but in fact the number of the students' vocabulary

is still very low, and based on my preliminary observation, particularly for students at STKIP YPUP Makassar, many students were still lack of vocabulary, if the lecturer asked them to do an exercise, they were difficult to do it. Vocabulary is not a simple matter, because learning thousands 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 lecturers have to use the material of vocabulary instructions to make the students successful in learning vocabulary.

In this research, the researcher presented deconstruction analysis as strategy in teaching vocabulary. 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.

Deconstruction analysis as vocabulary strategy to help students can 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.

1.2 Problem Statement of the Research

The result of preliminary research found a case in STKIP YPUP Makassar where the problem appeared that students learned vocabulary passively and got low vocabulary mastery due to several factors. First, they considered the lecturer's explanation for meaning or definition, pronunciation, spelling and grammatical functions were boring. In this case, students had nothing to do in a vocabulary learning section but only listened

to their lecturer. Second, students only thought of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignored all other function of the words. Third, students only acquired new vocabulary through new words in their text books or when given by the lecturer during classroom lesson, for example: learners found many new words in a text and then asked the lecturer to explain the meanings and the usages. Fourth, many learners did not want to take risks in applying what they had learnt. Based on the issues above, the researchers formulate research questions as follows: (1) is the use of deconstruction analysis effective to enrich the students' vocabulary in the form of word formation, word meaning, and word usage, and (2) which of the three aspects is mostly affected by using deconstruction analysis?

1.3 Objective of the Research

This research generally focuses on finding whether or not the use of deconstruction analysis effective to develop the students' vocabulary in word formation, word meaning and word usage, and knowing the aspect which is mostly affected by using deconstruction analysis.

1.4 Significance of the Research

This research theoretically contributes to give useful information to the English lecturer, as responses to the needs of variation in teaching English, particularly in developing vocabulary through deconstruction analysis. On the other hand, practically, the result of this research hopefully give useful and helpful information for curriculum development and it also help lecturers in getting the new technique in teaching vocabulary and motivate students to learn English.

1.5 Scope of the Research

By discipline, this research is under the field of applied linguistics in finding out the effectiveness of the use of deconstruction analysis to develop the students' vocabulary mastery in covering word formation, word meaning and word usage. By content, this research focuses on deconstruction analysis and vocabulary mastery to the English department students of STKIP YPUP Makassar in academic years 2016 – 2017. The kind of vocabulary that is presented in this research is noun, adjective and verb.

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 Previous Related Studies

Many researchers have conducted and investigated the use of strategy in teaching English especially teaching vocabulary.

Azar (2012) conducted research to identify the effect of games on EFL learners' vocabulary learning strategies, this research to help students find language classes, especially vocabulary lessons more interesting in EFL context, and to achieve more from games. The researcher began action research which included applying games in his own classes, observing other lecturers' classes, and interviewing both lecturers and learners so as to elicit students' reactions, feelings and the effectiveness of games in vocabulary learning. The research showed they were effective in helping students to improve their vocabulary building skills.

Zarei and Gilani (2013) conducted research to identify the effects of selected collaborative techniques on second language (L2) vocabulary comprehension and production. The collaborative techniques included Jigsaw, Rotating Circles, Snowball, Think-Pair-Square, and Word Webbing.

The result showed that word webbing is the most effective technique on both vocabulary comprehension and production. The findings of the present study may have theoretical as well as practical implications.

The previous studies which are mentioned above are conducted by foreign researchers. Generally, in Indonesian context, there are some studies refer to vocabulary strategies which are employed by students in developing their vocabulary. Some of them are presented as follows:

Ardiningtyas (2012), concluded that using electronic dictionary in teaching vocabulary can develop the students' vocabulary mastery. She concluded that electronic dictionary is needed as a medium in teaching vocabulary. Meanwhile, Syamsir (2011) with his research "enriching students' vocabulary by using hot potatoes authoring software" concluded that the use of Hot Potatoes authoring software enriching the vocabulary of the seventh grade students of SMP Pesantren IMMIM Pangkep better than the use of existing teaching technique. It means that the use hot potatoes authoring software significantly gives greater contribution than the use of existing teaching technique.

Lan Tapi (2009), also concluded that the use of word review in song in teaching vocabulary to the first year students of SMA Negeri 1 Palopo can improve the students' pronunciation, spelling and understanding of word meaning. It is supported that the mean score of post-test of the experimental group is higher which is categorized as excellent and control group which is categorized as very good.

Based on the researchers above, many strategies can be used to assist the lecturer in developing students' vocabulary. It made the

researcher is curious to apply the same strategy to develop students' vocabulary, although the researcher does the same research as what the previous researchers did but the researcher believes that this strategy is so different from the researcher's strategy. In this research, the researcher uses deconstruction analysis as vocabulary strategy to help students develop their vocabulary mastery in covering word formation, word meaning and word usage.

2.2 Some Pertinent Ideas

1. Vocabulary

Below are resources that have pointed out some definitions of vocabulary; Ibrahim in Lan Tapi (2009:6) says that the vocabulary of a person is defined either as a set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentences.

Marriam (2009:1) defines vocabulary as (1) a list of words and often phrases, abbreviations, inflectional forms, etc, usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary, (2) all the words of a language, (3) all the words used by a particular person, socio economic group, profession etc and all the words recognized and understood, although not necessarily used, by a particular person, and (4) an interrelated group of nonverbal symbols, sign, gestures, etc.

Based on the definitions put forward above, vocabulary is the word having meanings and functions that can be communicated through a language. Vocabulary is one of the language elements, which is considered

playing a central role. It facilitates other language elements as well as language skills.

There are many researchers who described the kinds of vocabulary;

- a. Schail in Lan Tapi (2009:8) states that every person has three types of vocabulary as follows:
 - 1) Active vocabulary namely the words we customarily use;
 - 2) Reserve vocabulary namely the words we know but are rarely used in ordinary speech. We use them in writing a letter. When we have more time to consider or when we are searching for a synonym.
 - 3) Passive vocabulary namely the words we recognize vaguely but not sure of the meaning.
- b. Specific about vocabulary division is pointed out in the Webster Online Dictionary, which divides it into four kinds in Marriam (2009:1) as follows:
 - 1) Reading vocabulary. A persons' reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.
 - 2) Listening vocabulary. A persons' listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.
 - 3) Writing vocabulary. A persons' writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.
 - 4) Speaking vocabulary. A persons' speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse-though

slight and unintentional-may be compensated by facial expressions, tone of voice, or hand gestures.

Based on that description, it is clear that both active and passive vocabularies are very important. Active vocabulary is used for speaking and writing, namely one can use the certain words. Sometimes one can understand when listening and reading. Someone can understand what the author has written or what the speaker said but he cannot use certain words in his daily life.

There are many ways of teaching vocabulary, Marriam (2009:2) explains about how to improve our vocabulary as follows:

- a. Step 1: Read books, magazines, poems, plays, stories and more. The more language you are exposed to the more new words you will learn.
- b. Step 2: Make it a habit to find a new word every day. Look in the dictionary sign up for “A Word a Day” (see dictionary.com) or make swapping new words a game with a workmate or fellow student.
- c. Step 3: Speak to people. You will expose to an amazing range of cultural influences and occupations, all of which will introduce you to new words.
- d. Step 4: Write down words you don’t know. Keep a pad in your briefcase or purse just for that purpose.
- e. Step 5: Look up the word in a dictionary so you’ll understand what they mean, how they’re spelled and their various usages.
- f. Step 6: Make flashcards of the words and go through them regularly.
- g. Step 7: Create or play word games.

Jeremy Harmer in Lan Tapi (2009:11) also describes some form of presentation and explanation in teaching vocabulary, as follows:

- a. Relia: Bring the thing that they represent the word into the classroom. The lecturer holds up the object (or point to it), says the word and gets the students to respect it.
- b. Pictures: Pictures can be board drawing, wall picture and charts, flashcards, magazine picture, etc. we can use picture to explain the meaning of vocabulary items and illustrate concepts, such as above and opposite.
- c. Action, gesture mime: It is often impossible to explain the meaning of the words and grammar either through the use of realist or in pictures. Concept like running or smoking is easier to present in this way.
- d. Contrast: We saw how words exist because of their sense relations and this can be used to teach meaning. We can present the meaning of empty by contrasting it with full, cold by contrasting it with hot, etc.
- e. Enumeration: Another sense relation was that of general specific words. We can use them to present meaning. We can say clothes and explain this by enumeration or listing various items.
- f. Explanation: Explanation the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. With more intermediate students such as technique can be used.
- g. Translation: This quick and easy way to present the meaning of words but it is not without problems. In the first place, it is not always easy to translate words. In the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.

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. Saussure (2012) says deconstruction is traced words over time looking for the changes in sounds and meanings. 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.

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.

Baty (2009) states that deconstruction analysis is the analysis techniques that is used for isolating, exposing, and testing assumptions deeply embedded in our mental models. One example of deconstruction is turning an interview transcript into a series of separate comments or answers to questions. Deconstruction is often used simply to prepare data for other analytic processes such as manipulation or summarization, or even abstraction. Here are the examples of Deconstruction:

- a. Chemical analysis – mass spectrometry: a technique for determining the elemental makeup of a substance or molecule.
- b. Philosophy/literary criticism: a technique of isolating and testing ideas contained within a work of philosophy or literature
- c. Systems analysis: identifying root causes through the identification of individual system ‘actors’ and their interactions

- d. Quality control: unit testing functional components of an application requires first identifying those components.
- e. User interviews: identifying individual concepts or ideas
- f. Task analysis: breaking down complex activities into individual tasks and their components.

Deconstruction represents a powerful analytic technique. By isolating concepts and ideas, and exposing them to scrutiny on their own, deconstruction highlights the existence of untested assumptions and 'sacred cows'.

a. Analyzing Word Parts

Reading First in Virginia (2010) describes that students need to understand the uses and meanings of prefixes and suffixes in order to pronounce unfamiliar words, figure out meanings, and use suffixes to determine parts of speech. Deconstructing word parts can make a word more memorable and can help determine meanings of words when used in combination with contextual information. Before beginning word-part instruction, you should introduce your students to prefixes, suffixes, and roots. Students need not be concerned with learning specific terms; understanding how various word parts function together to influence word meanings is the goal.

When introducing the concept of prefixes and/or suffixes, begin by displaying common morphemes on a chart (e.g., in-, dis-, re-, -ly, and -tion) and common base words (e.g., *credible*, *connect*, and *equal*). By combining prefixes and suffixes and one or two base words to create new words (e.g., *reconnect*). Then involve students in building words using the remaining base words (e.g., *disconnect*, *disconnection*, *equally*, *inequality*). Using a think-aloud model, teach how to explain the meaning of each word using

your knowledge of prefixes and suffixes. For example, explaining the word *disconnection* might go like this, "The prefix *dis-* means *the opposite of*, *connect* means *joined together or related*, and *-tion* is a suffix that indicates a noun. So, we can figure out that *disconnection* means *not related or joined*."

b. Vocabulary Strategy Deconstruction

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."

3. Problem Based Instruction

There are many kinds of learning model that the lecturer can use to support the strategy that they want to use to achieve the competence, and based on the previous explanation, when presenting the treatment of this research, the researcher uses problem based instruction as learning model to support the researcher's strategy in learning process. The researcher uses this learning model because it is suitable for the strategy that the researcher wants to use in developing the students' vocabulary through deconstruction analysis. Below are the steps of problem based instruction:

- a. Lecturer explains to the students the competence to achieve, tells the tools that will support of learning and gives motivation to the students to involve their self in all learning activities to solve the problem.
- b. Lecturer helps the students to define and organize the assignments that refer to the problem.
- c. Lecturer supports the students to collect the suitable information, experiment to get explanation, collect the data, hypothesis and solve the problem.
- d. Lecturer helps the students to plan or prepare the work that suitable to the statement and helps them to divide tasks with their friends.

2.3 Conceptual Framework

Conceptually, deconstruction analysis gives an alternative for lecturers in teaching vocabulary to their students, because many English

words can be traced back to know the root of the word and this analysis provides direction to do it, when the process of analyzing the word into component pieces is happening to find out the original meaning of word, automatically there is a changes in sounds and meanings. The conceptual framework underlying this research is presented in the following diagram:

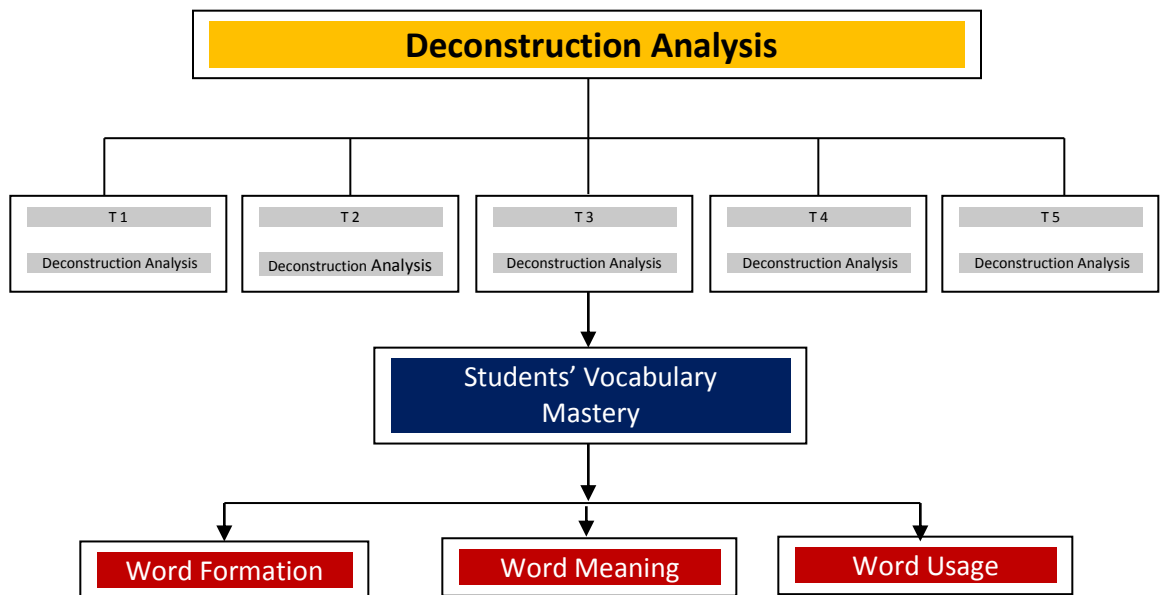


Figure 1. Conceptual framework (Psychological Power of Deconstruction Analysis)

Below is the explanation of Figure 1:

The students will be taught vocabulary by using deconstruction analysis. When presenting each treatment (T1, T2, T3, T4, and T5) deconstruction analysis happened as strategy to develop students' vocabulary mastery in covering word formation, word meaning and word usage.

CHAPTER III: RESEARCH METHOD

3.1 Research Design

This research was conducted by using quasi-experimental method with two groups of the students were involved. They were control group and experimental group. Experimental group was designed using one group pretest and posttest. A pretest was held before treatment and posttest after treatment. Kerlinger (in Lan Tapi, 2009:34) stated that there are 2 basic purposes of research design, namely: to control answer of research question, and to control variables.

Based on this opinion, two-group pretest-posttest design was applied to observe the students' mastery on vocabulary. It meant that the researcher described the student's mastery on vocabulary in order to know whether there was or there was no any significant difference between students' mastery of English vocabulary by using deconstruction analysis.

3.2 Population and Sample

In this research, the population was the students of English department at STKIP YPUP Makassar in academic year 2016/2017, that consisted of five classes which each class consisted of 30 students. The total number of population was 150 students. The researcher used cluster random sampling technique where the researchers took two groups randomly. One of them was randomly selected as experimental group and another one as control group.

3.3 Research Instruments

This research was carried out by using vocabulary test. Vocabulary test was used to get the students' vocabulary achievement. The first test referred to translate the words into Indonesian based on the context, the

second test referred to match the words with appropriate answer and the last test referred to fill the blank with another form of the words provided. The test itself covered word formation, word meaning and word usage. Every test consisted of 10 items. So, the total number of all tests was 30 items.

3.4 Procedure of Collecting Data

Before giving the treatment to the students, the researcher used pretest to check known and unknown vocabulary of the students. Pretest was the same as both experimental class and control class. To get more details in selecting the data, the researcher took some steps as follows: (1) explaining how to work on the vocabulary tests, (2) distributing the vocabulary tests, and (2) asking the students to fill in the vocabulary test.

In arranging the treatment of this research, the researcher used problem based instruction model in order to find out the purpose of this research. Therefore in giving treatment, the two classes were carried out in five meetings. Twenty words for each meeting were given. After the treatment, the post-test was conducted to find out the students' achievement in vocabulary and their progress. The posttest was just the same as the pre-test.

3.5 Technique of Data Analysis

To analyze the test result, the researcher used technique analysis. The use of percentage technique analysis was to know the percentage of the students' vocabulary achievement through deconstruction analysis. And, to find out the mean score, standard deviation and t-test were compared between class control and experimental class, and ANOVA was used to know

which of the three aspects was mostly affected through deconstruction analysis by using SPSS 22.0 program.

The mean score of vocabulary achievement through deconstruction analysis was classified into five levels of classification as follows:

1. Score 85 to 100 was classified as very good
2. Score 70 to 84 was classified as good
3. Score 55 to 69 was classified as fair
4. Score 40 to 54 was classified as poor
5. Score < 40 was classified as very poor

(Adapted from STKIP YPUP
Makassar)

CHAPTER IV: FINDINGS AND DISCUSSIONS

The description of the data collected through the vocabulary tests as explained in the previous section 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 (*in appendix 6*) 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 was categorized as good and the control group (**37.55**) which was categorized as very poor.

The data indicates that the two strategies are significant difference to the students' result in developing vocabulary, and the use of deconstruction analysis influences the students' achievement, it shows that deconstruction analysis gives better effect than conventional way.

Based on the T-Test both pre-test of the experimental and the control group, the researcher found that the p-Value (probability value) was higher than α ($0.745 > 0.05$). 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 ($0.00 < 0.05$). 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 reveals 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 gives 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 gives many contributions to the students to develop their vocabulary.

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

4.1 The Students' Achievement in Word Formation

The description of the data collected through vocabulary test as explained in the previous section showed that the development rate of

experimental group was higher than control group. The comparison of development both groups can be proved by analyzing post-test result. After giving treatment at the experimental group, the result was all of them in good category. While in control group, the data indicated that out of 30 respondents, 5 students (16.67%) got poor and 25 students (83.33%) categorized very poor.

The mean score of experimental and control group significant difference after being given treatment. It is supported by the result of students' mean score in pre-test and post-test of experimental group. The mean score of pre-test and post-test in experimental group were 31.33 and 75.33, while the mean score of pre-test and post-test in control group were 25.33 and 36.00.

The data (*in appendix6*) showed that the use of deconstruction analysis develops the students' ability in word formation better than conventional way (Lecturing method). It was supported that the mean score of post-test on word formation at experimental and control group were significant difference. The mean score of post-test on word formation at experimental group, 75.33 which was categorized as good and control group, 36.00 which was categorized as very poor.

Concerning to both groups, they prove that the use of deconstruction analysis in developing vocabulary helps the students' ability in word formation better than the use of conventional way (Lecturing method).

4.2 The Students' Achievement in Word Meaning

The improvement of students' understanding of word meaning in the use of deconstruction analysis, which was marked by the result of the

post-test occurring in the both experimental and control group. After giving treatment at the experimental group, the result was 4 students (13.33%) got very good category and 26 students (86.67%) acquired good category. While in control group, the data showed that 8 students (26.67%) gained poor and 22 students (73.33%) were categorized very poor.

The mean score of the experimental and the control group were significant difference after being given treatment. It was supported by the result of students' mean score on pre-test and post-test of experimental group. The mean score of pre-test and post-test of experimental group were 26.67 and 75.33, while the mean score of pre-test and post-test of control group were 27.66 and 39.33.

The data (*in appendix6*) showed the students' achievement in understanding of word meaning in post-test of experimental group. It was proved that the mean score of students' post-test in understanding of word meaning in experimental group, 75.33 which was categorized as good and the control group, 36.00 which was categorized as very poor.

The above data indicates that the use of deconstruction analysis in developing vocabulary helps the students' ability in word meaning aspect.

4.3 The Students' Achievement in Word Usage

The description of the data collected through vocabulary test as explained in the previous section showed that the use of deconstruction analysis develops the students' ability in word usage. The development of students' achievement was marked by the result of post-test in both groups. However, the development rate of experimental group was higher than control group. The comparison of development both groups can be proved

by analyzing post-test result. After giving treatment at the experimental group, most of them were in good category; 5 students (16.67%) got very good and 25 students (83.33%) were categorized as good. In control group, the data showed that 2 students (6.67%) got poor and 28 students (93.33%) were categorized as very poor.

The mean score of experimental and control group were significant difference after being given treatment. It was supported by the mean score of students' result in pre-test and post-test of experimental group. The mean score of pre-test and post-test of experimental group were 22 and 78, while the mean score of pre-test and post-test of control group were 25.66 and 37.33.

The data (*in appendix 6*) showed that the use of deconstruction analysis develops the students' ability in word usage better than conventional way. It was supported by the mean score of post-test in experimental and control group were significantly different. The mean score of post-test in word usage, in experimental group 78 which was categorized as good and the control group 37.33 which was categorized as very poor.

In sum, it reveals that the use of deconstruction analysis in fostering students' vocabulary helps their word usage aspect is in a good progress.

4.4 The Most Affected Aspects of Vocabulary by Using Deconstruction Analysis

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 based on the data showed that the three aspects have the same average score, where *F-Obs.* (1.64) was smaller

than *F-table* (3.10) or $1.64 < 3.10$ and the score of *P-value (Sig.)* was greater than *Alpha (α)* or $0.20 > 0.05$. It showed that H_1 was rejected and H_0 was accepted. So, the three aspects (word formation, word meaning and word usage) had the same average score in experimental group. It was natural, because 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 would be recognized by the formation, meaning and usage of word in one step. So, it was normal when the students got the same average score in experimental group, because they learnt the word by using deconstruction analysis, the strategy that provided opportunity for students not only to know the formation but also meaning and usage of word.

So, it can be concluded that no one of the three aspects (word meaning, word usage and word formation) is mostly affected by using deconstruction analysis in experimental group.

CHAPTER IV: CONCLUSION AND SUGGESTION

5.1 Conclusions

1. The use of deconstruction analysis developsthe students' vocabulary in three aspects; word formation, word meaning and word usage. The three aspects show better achievement than in conventional way (Lecturing method).
2. The three aspects (word formation, word meaning and word usage) show the same average score in experimental group. After analyzing by using One Way Anova, it reveals that no one of the three aspects

(word meaning, word usage and word formation) is mostly affected by using deconstruction analysis in experimental group.

5.2 Suggestion

1. Lecturer 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".
2. The achievement of student taught by using "Deconstruction Analysis in Developing Vocabulary" is rising significantly. The researcher expects the lecturers, especially at STKIP YPUP Makassar to apply this strategy in developing the students' vocabulary.
3. Due to its limitation, the present research was just held five times for treatments, so it did not fully run. Therefore, it is suggested that there should be a further research with more exercises engage on skill.

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