

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH STRUCTURAL ANALYSIS

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Abstract

This research was conducted to find out whether structural analysis can improve the students' vocabulary and how significant the use of structural analysis improves the students' vocabulary of class A first semester students of Business English and Management Concentration. This research was classroom action research which was done in two cycles. Field note and test were used as the instrument of data collecting. The data of the students' pre-test and progress-test score were analyzed by using mean score and the data of observation was analyzed descriptively. The finding of this research was the students' vocabulary was improved from the pre-test and the progress test of the first and second cycle. The mean score of the pre-test is 44.0. Then, the mean score of the first students' progress test was 62.8, and 70.5 for the second progress test. And the result from the field note supported the finding of the test that was the students' vocabulary improved from the first cycle to the second cycle after giving the treatment by the researcher.

Key words: improving, vocabulary, structural analysis, classroom action research.

Abstrak

Penelitian ini bertujuan untuk menemukan apakah analisis struktural dapat meningkatkan kemampuan kosakata dan seberapa signifikan penggunaan analisis struktural dapat meningkatkan kemampuan kosakata mahasiswa jurusan Business English and Management Politeknik Tonggak. Penelitian ini merupakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Catatan lapangan dan tes digunakan sebagai instrument pengumpulan data. Data dari pre-test dan progress test dianalisis menggunakan nilai rata-rata dan data dari hasil observasi dianalisis secara deskriptif. Temuan dari penelitian ini adalah kemampuan kosakata mahasiswa meningkat dari pre-test ke progress test di siklus pertama dan kedua. Nilai rata-rata pre-test adalah 44.0. Kemudian, nilai rata-rata progress test pertama adalah 62.8 dan nilai rata-rata progress test kedua adalah 70.5. Hasil catatan lapangan juga mendukung hasil pre-test dan progress test yaitu kemampuan kosakata mahasiswa meningkat dari siklus pertama ke siklus kedua setelah diberikan treatment oleh peneliti.

Kata kunci: meningkatkan, kosakata, analisis struktural, penelitian tindakan kelas.

INTRODUCTION

Vocabulary is the main tool for the students in their attempt to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to an English song, when reading a text or when writing a letter to a friend, students will always need to operate with words.

Vocabulary play an important role. The linguist Wilkins (1972:111) argued that: "without grammar little can be conveyed, without vocabulary nothing can be conveyed." Indeed, people need to use words in order to express themselves in any language. Most learners, too, acknowledge the importance of vocabulary acquisition. In researcher experience as a lecturer, she noticed the fact that students usually find it difficult to speak English fluently. They usually consider that speaking and writing activities are exhausting because they keep on using the same expressions and words and immediately, their conversation is interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary.

Moreover, based on the researcher interview with some students who got low score in Reading II practical exam, most of them said the reason they can't answer the questions for analytical thinking questions is because of their lack of vocabulary. They know the answer in Indonesia but they can't express it in English. That is why they got stuck for the answer and finally give up.

For university students, vocabulary ability is essential since they have to read their compulsory books, journals or other materials related to their lesson. For students of English Language Department, vocabulary is one of crucial subject because the better their vocabulary ability, the better their reading, listening, writing and speaking will be.

**Table 1.1 Reading II, Speaking II and Listening II
Mid-term Test Score of Students**

No	Students' Name	Reading II Mid-term Test Score	Listening II Mid-term Test Score	Speaking II Mid-term Test Score
1	AMD	42.5	53	65
2	A	20	52	57
3	AM	50	50	75
4	CC	80	78	90
5	DG	62.5	60	70
6	ES	35	50	65
7	E	22.5	59	70
8	EA	50	63	70
9	F	62.5	68	72
10	F	40	77	75
11	F	52.5	65	76
12	FDMN	47.5	58	63

13	FH	37.5	68	84
14	IO	75	53	75
15	IJ	57.5	50	69
16	JC	78	77	87
17	K	52.5	70	73
18	LJA	67.5	75	66
19	MID	72.5	73	84
20	R	62.5	68	83
21	RA	87.5	70	87
22	R	57.5	50	65
23	RS	52.5	78	63
24	SF	63	63	79
25	SM	47.5	73	79
26	S	52.5	63	75
27	V	80	78	81
28	VS	77.5	77	93
29	WR	27.5	50	50
30	YML	12.5	70	66
31	YDS	72.5	73	75
Mean Score		54.7	64.9	73.6

Source: BAAK PoliteknikTonggak Equator, 2018

Based on table 1.1, it can be seen that the students' mid-term test score of Reading II, Listening Comprehension II and Speaking II wasnot really good since the mean score of Reading II mid-term test was only 54.7, the mean score of Listening Comprehension II mid-term test was only 64.9 and the mean score of Speaking II mid-term test was only 73.6

Consider the low score of the students' mid-term test and their difficulty in finding the meaning of words, the researcher think it is important for her to find strategy in order to help the students improve their vocabulary ability. There are some strategies can be used to improve students' vocabulary, one of them is structural analysis. Structural analysis is an approach that help the students to find the meaning of the word by analyzing the parts of the word and how the parts are combined. These word parts are usually in the form of prefix, suffix, root, and compound. For example, the word of *microbiology*. If in the word of *microbiology*, the students do not know the meaning but they know that *micro* means "small," *bio* means "life," and *logy* means "study of," then the students will know that *microbiology* means "the study of

small life.” This approach when used by the students will let them to get a better understanding of words.

Therefore, the researcher thinks that structural analysis can help the students to find the meaning of unfamiliar words and wants to conduct a research entitled improving students’ vocabulary through structural analysis. There are some problems were found by the researcher in the classroom. First, students do not understand the meaning of words. Second, students do not understand what the lecturer said to them in learning process. Third, students cannot express their idea fluently because of their lack of vocabulary. Based on the research background and identification of the problem, the researcher formulates the problem as follows: 1) Does the use of structural analysis improve the students’ vocabulary of class A first semester students of Business English and Management Concentration Tonggak Equator Polytechnic in academic year 2018-2019?; and 2) How significant the use of structural analysis in improving the students’ vocabulary of class A first semester students of Business English and Management Concentration Tonggak Equator Polytechnic in academic year 2018-2019? Based on the problem formulated, the objective of this research are: 1) To find out whether the use of structural analysis improve the students’ vocabulary of class A first semester students of Business English and Management Concentration Tonggak Equator Polytechnic in academic year 2018-2019?; and 2) To find out how significant the use of structural analysis in improving the students’ vocabulary of class A first semester students of Business English and Management Concentration Tonggak Equator Polytechnic in academic year 2018-2019?

Vocabulary plays an important role in language skill. It is the basis for the development of other language skills, they are reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation such Harmer (2001:4) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention. Moreover, Richard and Renandya (2002:255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read

and write. It means that the role of vocabulary is really important in language learning since it is the basis of students to speak, listen, read and write well. Vocabulary is very important because it is the starting point that people have to possess when they dealing with languages such Al-Hinnawi (2012:62) stated “vocabulary is the starting point that people should possess when dealing with languages.”

Vocabulary is a set of words in oral and written and in productive and receptive which has meaning such Fran et al (2005:2-3) define that vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. In other words, vocabulary is a combination of words which produce meaning. Then, vocabulary is the focus of language with its sounds and intended meanings that interlock to allow students to communicate with one another (Nation, 2000: Pyles, 1970). In classroom implementation, vocabulary becomes the guidance that leads students to comprehend every piece of information both oral and written and to produce ideas.

Thornbury(2002:24-25) and Nation (2001:24) classified the types of vocabulary into two types, they are receptive and productive vocabulary. According to them, there are two types of vocabulary related to the language skills of reading, listening, speaking and writing they are receptive or passive vocabulary which refers to the words that native speakers and foreign learners recognize and understand but it hardly ever use, it is used passively in reading and listening, and productive vocabulary which is utilized actively either in speaking or writing. Productive vocabulary refers to the words which learners use when they speak or write and it called active vocabulary.

Edward Anthony (1963) in Brown (2001) gave definition that has admirably withstood the test of time. Edward Anthony’s concept about “method” was the second of three hierarchical elements, namely approach, method, and technique. According to him, “method was described as an overall plan for systematic presentation of language based upon a selected approach. Techniques were the specific activities manifested in the classroom that were consistent with method and

therefore in harmony with an approach as well.” Richards and Rodgers (1982, 1986) proposed a reformulation of the concept of “method.” According to Richards and Rodgers (1982) in Brown (2001), method was “an umbrella term for the specification and interrelation of theory and practice”. An approach defines assumptions, beliefs, and theories about the nature of language and language learning.

According to Hancock (1987:17), “structural analysis is analyzing a word according to the parts of the word and how the parts are combined. These word parts are usually in the form of prefixes, suffixes, roots and compounds. In order to utilize this approach effectively, the learners must be familiar with some common roots, prefixes, and suffixes.” Therefore, the learners must be familiar with roots, prefixes, and suffixes in order to use this approach.

“A prefix is a word part added before the word to change or modify the meaning. Some prefixes have more than one meaning.” (Hancock, 1987:20). Therefore, the reader should always consider the context of the word when determining the meaning. There are a lot of examples of common prefix that people should know for good word recognition such as a, ab, anti, auto, be, bi, circum, co, contra, de, dia, dis, ex, extra, fore, hemi, hyper, hypo, il, ir, in, inter, intra, intro, mal, mis, mono, multi, non, peri, poly, post, pre, pro, pseudo, re, retro, semi, sub, sym, tri, ultra, un, and under. (Hancock, 1987:20-22).

Hancock, 1987:22 stated, “A suffix is a word part added at the end of a word. A suffix can modify the meaning of a word and/or change the part of speech of the word.” There are a lot of common suffixes that people have to know for word recognition, they are able, ible, acy, age, al, ance, ant, ation, cide, ee, er, est, ful, ic, ion, ish, ism, ist, ive, less, ly, ment, meter, ness, or, ous and tude. (Hancock, 1987:22-23)

“In English grammar and morphology, a root is a word or word element (in other words, a morpheme) from which other words grow, usually through the addition of prefixes and suffixes. Also called a root word. This simply means that a root is a word part that means something.” (Nordquist, 2018).

Structural analysis in the exam is important. It will help the learners get the meaning of the words. Obviously students do not have a dictionary in the exam so there are tend to do not understand what the text or what the conversation about. If they come across a word they do not understand, then they cannot spend a lot of time working out its meaning because they have a very limited time in the exam. So they need technique in order to help them to overcome those words. Therefore, structural analysis is necessary.

This research has a theoretical framework that based on the three main components, they are input, process, and output. 1) Input refers to the structural analysis that will be given to the students. 2) Process refers to the implementation of structural analysis in improving students' vocabulary in the classroom. 3) Output refers to the students' vocabulary achievement. The action hypothesis of this research is structural analysis will significantly improve the students' vocabulary of class A first semester students of Business English and Management Concentration Tonggak Equator Polytechnic in academic year 2018-2019.

The researcher wish that the result of this research will give many advantages, they are give additional reference for other research related to improving vocabulary, give more knowledge for vocabulary teacher or lecturer in teaching vocabulary and the finding of this research will improve the students' vocabulary.

METHOD

This research is classroom action research. This research used to measure how effective the method they are used in helping the students to learn and understand the materials. In doing this research, the researcher used action research design introduced by Kemmis and McTaggart (1988) in Burn (2010:9) which is set out in the figure below.

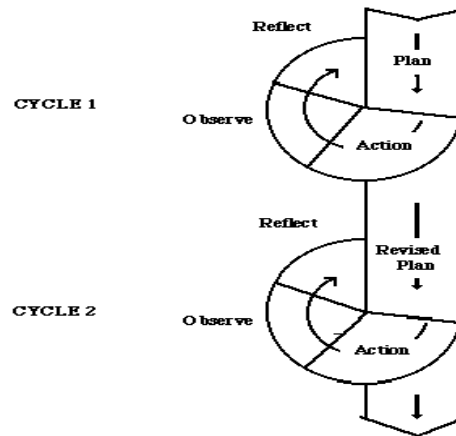


Figure 1. Cyclical Action Research Model based on Kemmis and McTaggart

Kemmis and McTaggart (1988) in Burns (1999: 32) stated that "action research occurs through a dynamic and complementary process, which consists of four essential "moments" of planning, action, observation and reflection." These improvements are fundamental steps in spiraling process through which participants in an action research group undertake to develop a plan of critically informed action to improve what is already happening, act to implement the plan, observe the effect of the critically informed action in the context in which it occurs, and reflect on these effects as the basis for the further planning, subsequent critically informed action and so on, through a succession of cycles. (Kemmis and McTaggart, 1988)

In the stage of planning, the researcher planned the teaching learning activity to solve the problem in her previous teaching learning process. The plan include the preparation before the teaching learning activity, they are lesson plan, instrument to collect the data such as field notes and test (pre-test and progress test). The stage of acting is intended to deliberate and controlled – it is a careful and thoughtful variation and practice, and critically informed (Kemmis and McTaggart, 1988). Therefore, the action done in this research is based on the plan made by the researcher in the previous stage. In this stage, the researcher as the lecturer tried to apply the plan she has made. However, the application of the plan would be flexible to change, since the

circumstances faced on the field might be unpredictable. Even so, the researcher must still prepare the activities she would do in her research.

The next stage after the stage of acting was observation. Observation has the function of documenting the effects of critically informed action– it looks forward, providing the basis for reflection now, but more so in the immediate future as the present cycle runs its course (Kemmis and McTaggart, 1988). There were classroom observations that would be done by the researcher herself. The researcher will observe the learning process objectively. The last stage is reflection, reflection recalls action as it has been recorded in observation, but it is also active. Reflection seeks to make sense of processes, problems, issues, and constraints made manifest in strategic action. It takes account of the variety of perspectives possible in the social situation and comprehends the issues and circumstances in which they arise (Kemmis and McTaggart, 1988).

This research was done with some procedures, the research procedures are 1) Big Cycle that consisted of 4 meetings in which the researcher applies this strategy in teaching learning process. Those are cycle 1 consisted of two meetings and cycle 2 consisted of two meetings. 2) Small Cycle that consists of a meeting which lasts in 150 minutes. In this research, the researcher conducted the research in class A first semester students of Business English and Management Concentration Tonggak Equator Polytechnic in academic year 2018-2019.

In collecting the data, the researcher used field note and test as the instruments. Field note is used to record what happen in the classroom and test that was consisted of pre-test and progress test. Pre-test is used to know the students' vocabulary ability before the researcher give the treatment, then the progress test is used to know the development of the students' vocabulary after the treatment was done.

To know if structural analysis can improve the students' vocabulary or not, the researcher will conduct an observation by using field note every meeting, give

progress-test and then score the vocabulary ability. The students' vocabulary ability was measured by using mean score formula bellows:

$$M = \frac{\sum X}{N}$$

Note:

M = the students' mean score

$\sum X$ = the sum of students' score

N = the number of students

The result will be categorized as follow:

Table 3.1 Categorize of Score

Numeric Scores	Relative Scores	Marking Quality
85 – 100	A	Very good
81 – 84	A-	Almost very good
77 – 80	B+	Better
73 – 76	B	Good
69 – 72	B-	Almost good
65 – 68	C+	More than fair
60 – 64	C	Fair
45 – 59	D	Less
0 – 44	E	Bad

Source: Buku Pedoman Politeknik Tonggak Equator, 2017

RESEARCH FINDING AND DISCUSSION

Research Finding

The Finding of the Test

The test conducted by the researcher consists of pre-test, progress-test 1 and progress-test 2. The first test conducted by the researcher was pre-test. Pre-test was done by the researcher in order to know the students' vocabulary ability before giving the treatment. There were 28 students joined this pre-test, first progress test and second progress test. Then, the result of the test can be seen in the table below.

Table 4.1 Students' Pre-test Score

No	Students' Name	Students' Vocabulary Score		
		Pre-test	1 st Progress test	2 nd Progress test
1	BT	40	58	73
2	CP	62	84	87
3	CD	20	38	62
4	DL	69	89	80
5	DF	56	56	51
6	EC	58	82	87
7	EA	29	44	60
8	EM	84	91	89
9	JW	42	56	69
10	K	38	56	80
11	KC	64	84	78
12	MMG	20	49	47
13	M	60	87	89
14	N	60	73	80
15	NG	49	64	84
16	OP	44	58	71
17	RAL	13	33	29
18	RL	80	93	91
19	SPS	78	82	98
20	SV	31	67	80
21	SCL	31	53	67
22	TR	49	53	76
23	TAA	27	49	73
24	VHA	47	58	84
25	WS	22	40	29
26	WR	22	51	56
27	YF	27	20	22
28	YFR	40	91	84
Mean Score		44.0	62.8	70.5

Processed Data, 2018

Based on table 4.1, it can be seen that the students' mean score in pre-test is 44.0. Therefore, it can be concluded that the students' vocabulary ability is still low. Then, the students' mean score of vocabulary in the first progress-test is 62.8, and 70.5 for the second cycle. Based on the mean score, it can be seen that students' vocabulary ability has increased since the mean score is increased from the pre-test to the first progress-test and the second progress-test. Therefore, based on table 4.1, it can be concluded that the students' vocabulary is increased.

The Finding of the Field Note

First Cycle

After conducting pre-test and analyzing the pre-test score, the researcher begin the first cycle. The first cycle consists of 4 stages, they were planning, acting, observing and reflecting.

In the stage of planning in the 1st cycle, the researcher made planning for her teaching-learning process such as prepare the learning material, the learning media, the vocabulary exercises, field note and progress-test. In the stage of acting, the researcher applied the planning that has been arranged. She delivered the learning material to the students. In this stage, she taught what is structural analysis, the function of structural analysis, structural analysis using root words, structural analysis using prefixes, and structural analysis using suffixes. Then, she gave students structural analysis exercise. In this stage, the researcher did it in 1 meeting that consist of 150 minutes. After giving the learning material, teaching structural analysis and giving structural analysis exercise to students, the researcher gave progress-test to students in the next meeting.

In the stage of observing, the researcher observed the learning process by using field note. Based on her observation, she found that some students still get confuse about structural analysis. Some students cannot finish the exercise of structural analysis since they still confuse about it. Furthermore, during the progress test, the researcher observed and found some students look stress and tired while they were doing the test, some students were sleepy, some students tried to find the answer of the questions by asking friends beside them and one student cheat by looking note in his hand. In addition, some students cannot finish the test based on the time given by the researcher even some of them asked for additional time.

After finishing the stage of planning, acting, and observing, the researcher did reflection. Based on the reflection, the researcher decided that she has to explain again the structural analysis to the students clearer and more detail since there were some students still confuse about structural analysis. Next, based on the researcher

observation during the progress-test which found that some students tried to ask the answer of the test to friend beside them, the researcher decided to add more space between one student to other student in the next progress-test. Then, based on the score of the progress-test that has not achieved the target yet, the researcher decided to do the next cycle that is second cycle.

Second Cycle

After conducting the first cycle and analyzing the score of the progress-test of the first cycle, the researcher begin the second cycle. The second cycle consists of 4 procedures, they were planning, acting, observing and reflecting. In the stage of planning in the second cycle, the researcher made planning for her teaching-learning process by preparing the learning material, the learning media, the vocabulary exercises, field note and progress-test of second cycle. In the stage of acting, the researcher applied the planning that has been arranged. She explained the learning material to the students again because some students still confuse about structural analysis. In this stage, she explained again what is structural analysis, the function of structural analysis, structural analysis using root words, structural analysis using prefixes, and structural analysis using suffixes clearer and gave more examples. After explaining the structural analysis, she gave the students structural analysis exercise. In this stage, the researcher did it in 1 meeting that consist of 150 minutes. After explaining structural analysis and giving structural analysis exercise to students, the researcher gave progress-test of second cycle to students in the next meeting.

In the stage of observing in the second cycle, the researcher also observed the learning process by using field note. Based on her observation, she found that students get better understanding about structural analysis. Some students can finish the exercise of structural analysis based on the time given by the researcher that was 1 hour. Then, the researcher also gave progress-test in the second cycle in the next meeting. The time given to students to finish the test is 90 minutes. During the second progress test, the researcher observed and found that students more relax in doing the test. None student tried to ask friend for answer. After finishing the stage of planning,

acting, and observing in the second cycle, the researcher did reflection. Based on the reflection, the researcher decided to finish the research since the target score has achieved.

Discussion

In this part, the researcher discussed the finding of the research she has done based on the finding of the test and the finding of the field note. Based on the finding of the test, the researcher found that before the treatment given by the researcher and at the first cycle, the students' vocabulary was still low because the result of their pre-test mean score was only 44.0. Therefore, the researcher continued the research to the first cycle. Then, the result of the students' first progress-test was the students' mean score of vocabulary was increased became 62.8. Therefore, it can be concluded that the students' vocabulary ability was increased. Although the mean score of the students' vocabulary ability was increased, the researcher think that she still has to conduct the second progress-test since the mean score is still categorized as fair (C). And, the result of the students' second progress-test is 70.5. Therefore, it can be concluded that the students' vocabulary ability was increased.

In line with the finding of the test, in the field note in the first cycle, the researcher found some students still got confuse about structural analysis. Some students could not finish the exercise about structural analysis because they still confuse about it. Then, during the progress test, some students looked stress and tired while they were doing the test, some students were sleepy, some students tried to ask the answer to friend beside them and some students could not finish the test by the time given by the researcher.

Based on the field note in the second cycle, the researcher found that students got better understanding about structural analysis. Some students could finish the exercise of structural analysis by the time given by the researcher that was 1 hour. Then, during the second progress test, the researcher observed and found that students

more relax and more confident in doing the test and none student tried to ask friend for answer.

CONCLUSION AND SUGGESTIONS

Based on the finding and discussion, the researcher could draw the conclusions as follow: 1) Structural analysis was positively improved the students' vocabulary of class A first semester students of Business English and Management Concentration Tonggak Equator Polytechnic in academic year 2018-2019 within two cycles, they were first cycle and second cycle. 2) The significance of the use of structural analysis in improving the students' vocabulary of class A first semester students of Business English and Management Concentration Tonggak Equator Polytechnic in academic year 2018-2019 could be seen based on the test given they were the students' mean score was 44.0 for pre-test, then 62.8 for the first progress-test, and 70.5 for the second progress-test. From the field note that the students looked tired, sleepy, looked for answer from student beside them and could not finish the test by the time given by the researcher in the first cycle but have significant progress in the second cycle that the students looked more relax and more confident in doing the test and could finish the test by the time given by the researcher.

Based on the research that had been done, there are several things the researcher would like to suggest, they are: 1) In order to make all of the students understand the definition of structural analysis, the parts of the word and how the parts are combined, the researcher suggests the next researcher to explain the definition of structural analysis, the parts of the word and how the parts are combined more often. 2) In order to help the students understand and always remember the parts of the word and how the parts are combined, the researcher suggests the next researcher to give structural analysis exercises more often and discuss the answer with all of students in the class so the students know their error and mistake in those exercise and avoid the students do the same error and mistake.

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