

A MODIFIED WORD PART STRATEGY BASED ON INTERACTIVE APPROACH

Ryan Puby Sumarta, Bambang Setiyadi, Flora

University of Lampung

ryanpuby@yahoo.com

Abstract

Penelitian ini bertujuan untuk mengetahui perbedaan dalam pencapaian kosa kata antara siswa yang diajar dengan strategi bagian kata yang dimodifikasi berdasarkan pada pendekatan interaktif dan strategi bagian kata, dan untuk menyelidiki keterlibatan siswa dalam kelas kosa kata. Subjek penelitian ini adalah siswa kelas dua SMP Muhammadiyah 3 Bandar Lampung. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan secara statistik dalam pencapaian kosa kata antara siswa yang diajar dengan strategi bagian kata yang dimodifikasi berdasarkan pendekatan interaktif dan strategi bagian kata. Ini menunjukkan bahwa strategi pengajaran kosa kata adalah salah satu faktor yang mempengaruhi prestasi kosa kata siswa. Selain itu, penggunaan strategi bagian kata yang dimodifikasi berdasarkan pendekatan interaktif dalam pengajaran kosakata dianggap lebih efektif untuk mendorong siswa untuk terlibat dalam proses kegiatan belajar mengajar daripada penggunaan strategi bagian kata.

This present study is aimed to find out the difference in vocabulary achievement between students who are taught with the modified word part strategy based on interactive approach and the word part strategy, and to investigate students' engagement in vocabulary class. The subjects of this research were the second grade students of SMP Muhammadiyah 3 Bandar Lampung. The result showed that there was a statistically significant difference in vocabulary achievement between students who were taught with the modified word part strategy based on interactive approach and the word part strategy. It indicates that the vocabulary teaching strategy is one of the factors which affects the students' vocabulary achievement. Furthermore, the use of modified word part strategy based on interactive approach in teaching vocabulary is regarded as being more effective to encourage students to be involved in the process of teaching learning activities than the use of word part strategy.

Keywords. *vocabulary, word part strategy, interactive approach.*

INTRODUCTION

To achieve a high degree of competence in English, learners need to pay attention to several aspects of language such as grammatical structure, vocabulary, and pronunciation. Concerning with this statement, vocabulary is one of language aspects that learners need to acquire. Schmitt (2000) states that vocabulary and lexical units are at the core of learning and communication. No amount of grammatical or other type of linguistic knowledge can be employed in communication or discourse without the mediation of vocabulary. This suggests that vocabulary is the significant aspect that students have to master in order to communicate well.

On the other hand, most of students' vocabulary size is regarded as being low. The first study which was conducted by Tang (2007) found that these ESL learners have small vocabulary size and impoverished vocabulary knowledge. The second study which was conducted by Nurweni (2017) found that the second type of problems faced by the students when following the text-based teaching related to vocabulary mastered by the students. Additionally, it may be due to several factors that influence the students in acquiring vocabulary. One of them is a strategy to teach vocabulary.

In a traditional approach, vocabulary is usually taught in the class unsystematically and the teachers make their learners to learn the vocabulary at their own cost without the guidance and instructions from the teachers (Bhatti, Iqbal, and Javed, 2016). Therefore, teachers should provide an appropriate strategy to teach vocabulary, such as word part strategy. Word part strategy is one kind of productive approaches. Stahl and Shiel (1992) state that productive approaches to teaching word meanings involve teaching a set of target

words in a way that generates knowledge of a larger set of words. Through productive approaches, students learn not only a set of words but something about those words that enables them to independently improve their word meaning store accomplishing two important goals at once.

Furthemore, Nagy and Anderson (1984) as cited in Nagy et al. (1989) have noted that more than 60% of the new words that readers encounter have relatively transparent morphological structure—that is, they can be broken down into parts, at least some of which are themselves words, and the meanings of these parts give sufficient information to make a good guess at the meaning of the whole word. There are three sorts of word parts to consider: prefixes, suffixes, and roots. However, students need to have a basic knowledge of the prefixes and suffixes as well as the rules of word formation to utilize the word part strategy.

Word formation is a creation of new word; sometimes it changes the word's meaning. It covers all the processes whereby new words can be created. It is divided into derivation and compounding. This study focused on derivation because one of the five possible ways of vocabulary teaching is teaching vocabulary through derivation (Kustaryo, 1988 in Sanusi, 2009). According to Carter (1998), derivation is a process which results in the formation of different lexemes. It builds new words by adding affixes to the main component of the word depending on whether the affix is attached to the beginning of the word (prefix) or the end of the word (suffix).

Some studies have investigated the word part strategy in teaching vocabulary. Kim (2013) conducted a research which aimed to investigate which ways of finds that there is a clear indication that using affixation training helped students acquires vocabulary better than regular grammar-

translation methods. Additionally, Hasani, Mousavi, and Zarei (2014) find that the more students learn about affixes, the better they perform on vocabulary learning. Moreover, Ebrahimain and Nabifar (2015) find a significant difference in the efficacy of context-clue strategy in contrast to both word-part strategy and word-card strategy in the delayed post test.

However, Ebrahimain and Nabifar (2015) state that the students who received word-part strategy instruction had some difficulties in working out the word meanings of the target vocabulary. They might lack the basic knowledge of word parts. They could not identify the common prefixes, roots, and suffixes let alone the corresponding meanings. Therefore, there must be information sharing that is not only done between teacher and students, but also between students and other students, because some of them are sometimes afraid of asking the teacher if they do not understand about something. In order to exchange the information, teaching and learning process should be interactive between them. In other words, interactive approach should be fully applied to teach the students vocabulary.

Lin (2009) states that through the interactions, the interlocutors gain an opportunity to double check the meaning in the vocabularies of communication, to reconfirm their expressed meaning can be received by the listeners, and to make sure their patterns of languages can be regarded as appropriate in their society and community. After a series of interacting activities in the target language, the interlocutors should be able to make progresses in vocabularies, since the interactants need to understand each other's words in order to continue the communication. A study which was conducted by Lin (2009) finds that teacher-centred approaches should be replaced by student-centred approaches and interactive strategies when teaching vocabulary.

Hence, interactions should be an effective way of teaching and learning vocabularies.

Furthermore, Rivers (1987, 2000) as cited in Lin (2009) suggests that small group work would be an ideal type of interacting. She also recommends that interacting activities can be controlled through two forms of interactions, which are small group works and pair work. Within the formats of small group works, gather information and gate-keeping are two functions that group works can offer. Moreover, in pair work activities, behaviours of finding key sentences, discourse role play, and the helping encounter can be easily and effectively proceeded.

Based on the related previous researches, unfortunately, no previous study modifies the word part strategy based on interactive approach. Teaching of within-word parts: prefixes, suffixes, and roots is one type of productive vocabulary instruction. It is a good strategy to teach vocabulary. Besides being productive, teaching and learning should also be interactive either in pair work or group work in order to exchange information about the vocabulary being studied. Thus, the researcher was interested to modify the word part strategy based on interactive approach and to find out the difference in vocabulary achievement between students who are taught with the modified word part strategy based on interactive approach and the word part strategy because both strategies would be applied in teaching vocabulary in the class. At this point, the researcher wanted to know which strategy was better to enhance the students' vocabulary achievement.

Besides the strategy, there is another factor that should be considered to the successful learning achievement; that is the students' engagement. That is like what Coates (2005) in Trowler (2010) states that learning is influenced by how an individual participates in educationally purposeful

activities. In essence, therefore, students' engagement is concerned with the extent to which they are engaged in a range of educational activities that research has shown as likely to lead to high quality learning. Therefore, the researcher was interested to investigate students' engagement in vocabulary class through the modified word part strategy based on interactive approach and the word part strategy.

METHOD

Intact group-single control design was used by the researcher in conducting the research because one group was an experimental group that was taught by using the modified word part strategy based on interactive approach whereas another group was a control group that was taught by using the word part strategy. The groups were chosen purposively. The subjects of this research were the second grade students of SMP Muhammadiyah 3 Bandar Lampung in academic year 2018/2019. In collecting the data, the researcher administered the pre-test and post test, and he also conducted the video recording and observation.

RESULTS AND DISCUSSION

Independent group t-test on SPSS version 17 was used to analyze the difference in vocabulary achievement between students who are taught with the modified word part strategy based on interactive approach and the word part strategy.

Table 1. Result of Independent Group T-test

Independent Samples Test

		t-test for Equality of Means						95% Confidence Interval of the Difference	
		T-value	T-table	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Normalized Gain	Equal variances assumed	11.848	2.011	48	.000	.32584	.02750	.27054	.38113
	Equal variances not assumed	11.848	2.011	42.429	.000	.32584	.02750	.27035	.38132

As shown in Table 1, the students' vocabulary achievement showed a statistically significant difference between those taught with the modified word part strategy based on interactive approach and those taught with the word part strategy. It was revealed from t-value which was higher than t-table with the significance level of less than 0.05 ($11.848 > 2.011$) ($0.000 < 0.05$). As a result, the hypothesis was accepted. It indicates that the vocabulary teaching strategy is one of the factors which affects the students' vocabulary achievement.

Word part strategy itself is one kind of productive approaches. Stahl and Shiel (1992) state that productive approaches to teaching word meanings involve teaching a set of target words in a way that generates knowledge of a larger set of words. Some studies have investigated the word part strategy in teaching vocabulary. Kim (2013) conducted a research which aimed to investigate which ways of finds that there is a clear indication that using affixation training helped students acquires vocabulary better than regular grammar-translation methods. Additionally, Hasani, Mousavi, and Zarei (2014) find that the more students learn about affixes, the better they perform on vocabulary learning. Moreover, Ebrahimain and Nabifar (2015) find a significant difference in the efficacy of context-clue strategy in contrast to both word-part strategy and word-card strategy in the delayed post test.

However, Ebrahimain and Nabifar (2015) state that the students who received word-part strategy instruction had some difficulties in working out the word meanings of the target vocabulary. They might lack the basic knowledge of word parts. They could not identify the common prefixes, roots, and suffixes let alone the corresponding meanings. Therefore, there must be information sharing that is not only done between teacher and students,

but also between students and other students, because some of them are sometimes afraid of asking the teacher if they do not understand about something. In order to exchange the information, teaching and learning process should be interactive between them. In other words, interactive approach should be fully applied to teach the students vocabulary.

Lin (2009) states that through the interactions, the interlocutors gain an opportunity to double check the meaning in the vocabularies of communication, to reconfirm their expressed meaning can be received by the listeners, and to make sure their patterns of languages can be regarded as appropriate in their society and community. After a series of interacting activities in the target language, the interlocutors should be able to make progresses in vocabularies, since the interactants need to understand each other's words in order to continue the communication. A study which was conducted by Lin (2009) finds that teacher-centred approaches should be replaced by student-centred approaches and interactive strategies when teaching vocabulary.

Based on the related previous researches, unfortunately, no previous study modifies the word part strategy based on interactive approach. By using the modified technique, the students can improve their vocabulary.

Table 2. Students' Engagement in Vocabulary Class through the Modified Word Part Strategy based on Interactive Approach and the Word Part Strategy

Students' Engagement Percentage in the Stage of Lesson	Modified Word Part Strategy based on Interactive Approach		Students' Engagement Percentage in the Stage of Lesson	Word Part Strategy	
	Meeting			Meeting	
	First	Second		First	Second
1	92	100	1	96	95
2	92	100	2	48	65
3	100	92	3	60	55
4	100	92	4	72	70
5	88	92	5	100	100
6	84	92	6	32	55
7	76	68	7	16	10
8	100	100	8	44	60
9	56	52	9	28	20
10	68	76	Mean Percentage	55	59
11	40	56			
12	84	92			
13	64	56			
Mean Percentage	80	82			

As shown in Table 2, the result showed that the students who were taught by using the modified word part strategy based on interactive approach were more actively engaged in the vocabulary class than the students who were taught by using the word part strategy. It was revealed by the difference of the mean of the two meetings in the experimental and control groups. As the tables illustrated, in the first meeting, the mean percentage of students' engagement in the experimental group was higher than the mean percentage of students' engagement in the control group (80% > 55%). Furthermore, in the second meeting, the mean percentage of students' engagement in the experimental group was higher than the mean percentage of students' engagement in the control group (82% > 59%). It indicates that the use of modified word part strategy based on interactive approach in teaching vocabulary is regarded as being more effective to encourage students to be involved in the process of teaching learning activities than the use of word part strategy.

According to Lei, Cui, and Zhou (2018), student engagement refers to students being actively involved in their learning tasks and activities. Some researchers (Harris, 2008; Krause and Coates, 2008; Lewis, 2010; Li et al., 2010; Park, 2005; Wang and Eccles, 2012; Willms et al., 2009) as cited in Gunuc (2014) state that student engagement is important and beneficial for students' academic competencies, achievements, socialization, welfare, life satisfaction as well as for effective learning. It means that student engagement in the learning process is very crucial in the students' learning achievement. To sum up, the more actively engaging students in the learning process, the greater the learning achievement will be achieved by students. As stated by Schlechty (1994) in Dary et al. (2016), students who are engaged exhibit three

characteristics: (i) they are attracted to their work, (ii) they persist in their work despite challenges and obstacles, and (iii) they take visible delight in accomplishing their work.

For the first characteristic, most of the students who were taught with the modified word part strategy based on interactive approach were more attracted to their work than they who were taught with the word part strategy. To illustrate, when the students broke the words into parts and determined their prefixes, roots, and suffixes, they who were taught with the modified word part strategy based on interactive approach were enthusiastic and immediately did it in their group by questioning, completing peer utterances, exchanging ideas, and giving information, while they who were taught with the word part strategy did not concentrate on their work because some of them chatted and laughed with their friends, bowed their heads and felt sleepy, and cheated their friends' works.

For the second characteristic, most of the students who were taught with the modified word part strategy based on interactive approach were more persistent in their work despite challenges and obstacles than they who were taught with the word part strategy. For instance, when the students were asked to complete the sentences in a text by using some target words, they who were taught with the modified word part strategy based on interactive approach would help each other to finish the task in their group if some of them found a difficulty, while they who were taught with the word part strategy did not concentrate on their work because if some of them found a difficulty in finishing the task, they would stop working then chatted and laughed with their friends, and cheated their friends' works.

For the third characteristic, most of the students who were taught with the modified word part strategy based on

interactive approach took visible more delight in accomplishing their work than they who were taught with the word part strategy. For example, when the students checked their work, they who were taught with the modified word part strategy based on interactive approach insisted to contribute their ideas earlier than other friends, while they who were taught with the word part strategy tended to wait for their friends to contribute their ideas.

However, the findings above are in line with the students' vocabulary achievement which has been found that they who are taught with the modified word part strategy based on interactive approach have the higher achievement in their vocabulary than they who are taught with the word part strategy.

CONCLUSIONS

The analysis of independent group t-test showed that there was a statistically significant difference in vocabulary achievement between students who were taught with the modified word part strategy based on interactive approach and the word part strategy. It indicates that the vocabulary teaching strategy is one of the factors which affects the students' vocabulary achievement.

Furthermore, another result showed that the students who were taught by using the modified word part strategy based on interactive approach were more actively engaged in the vocabulary class than the students who were taught by using the word part strategy. It indicates that the use of modified word part strategy based on interactive approach in teaching vocabulary is regarded as being more effective to encourage students to be involved in the process of teaching learning activities than the use of word part strategy.

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