

Enhancing Students' Morphology by Using Painting with Letters for Secondary Level

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ABSTRACT

This research aimed to found the enhancing students' morphology by using painting with Letters strategy for secondary level. Literature review has been done in this study, the present study employed by George's (2008) model of library research. As the main argument, the present study adopted the concept of differentiated instruction from Tomlinson (1999, 2001, 2014), Tomlinson and Imbeau (2010), and Tomlinson and Moon (2013) to answer the present study's research questions, supported by other relevant sources. The data were collected from the students of secondary level related about the study. The results showed that the characteristics of student's paintings can stimulate the enhancing students' morphology and have a profound impact on art. The development their vocabularies is important implications for the secondary level and certainly for secondary learners who are on the budding edge of propelling themselves from the task of learning to read into the realm of reading to learn. The student's paintings to the secondary level can increase and also improve the creativity of their learning process in morphology.

Keywords: enhancing, morphology, painting with letters, secondary level

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INTRODUCTION

Today, teaching-learning activities need to implement various strategies to encourage students to learn. In the second language learning process, the kinds of strategies implemented might help students to develop all the language skills in English. Throughout adolescence and adulthood, course work becomes more demanding as students are exposed to more complex vocabulary. Teachers can give their students the tools to decode the vocabulary of these rigorous curricula through regular exposure to morphological study.

This article explores facets of enhanced morphological awareness among adolescent learners, arguing its place as a necessary skill set to be included within a developmentally appropriate secondary curriculum. Theoretical bases for such skill development can be found in the aspects of both schema theory and psycholinguistic theory. These foundations manifest themselves in relevant instructional strategies that can enhance the morphological and literacy skills of adolescents. From this exploration, educators stand to learn methods

by which they may integrate instruction in morphemes into any literacy curriculum in an ongoing, rather than isolated, manner.

The cumulative development of appropriate literacy skills is imperative, both for a student's success in his or her current school setting and for future capacities as an advanced participant and a citizen of both local and global societies. Although vocabulary instruction begins in the elementary years, it is not something that can be ignored in the secondary grades. Best practices and research in secondary education have indicated that strong literacy skills are an integral part of accessing curriculum for adolescents (Griffin, Martinez, & Martin, 2014; Pate, 2013). Therefore, without appropriate vocabulary instruction beyond the elementary years and into the secondary grades, students are effectually denied the opportunity to access and maximize their learning experiences with curriculum specifically designed to meet their wide array of needs (Nesin & Brazee, 2013; Roberts, Torgesen, Boardman, & Scammacca, 2008).

The literature indicates that intentional focus on enhancing students' morphological may be the most appropriate way to build vocabulary among secondary students (Kieffer & Lesaux, 2010; Pacheco & Goodwin, 2013). Knowledge of morphemes, or the smallest building blocks of meaning within words (Kieffer & Lesaux, 2010), can become the key to unlocking the meanings of hundreds of words. Morphological is particularly vital for secondary students, given that "sixty to eighty percent of words within middle school texts are morphologically complex (Anglin, 1993; Nagy & Anderson, 1984)" (Pacheco & Goodwin, 2013, p. 542). Therefore, a greater look at the requirement for improved students' morphological should be considered as foundational for the vocabulary skill development of secondary level by using painting strategy.

METHOD

The study was designed as library research by adopting the model from George (2008) into a conceptual review on definition, and characteristics of this study. The library technique entails searching for and locating materials that are pertinent and associated with learning. Reading sources might include journals, scientific articles, theses, dissertations, papers, and other works that have already been written. The results of the investigation were identified, categorized based on the formulation of the problem and the objective of this study, and then utilized to create and support the researchers' arguments regarding about enhancing students' morphology by using painting with letters for secondary level.

FINDING

Benefits of Morphological

The benefits of the enhancing students' morphology have been well established in the literature for early readers (Graves et al., 2011) and include enhanced vocabulary and spelling development. Studies have sought to expand the notion of these benefits beyond the reading experiences of the elementary grades and into the secondary grades. Nagy, Berninger, and Abbott (2006) asserted that knowledge of morphemes increases as students gain exposure to more reading experiences and increased the vocabularies. This concept of increased derivational word knowledge has strong implications for both the initial and later stages of adolescence, as it can be implied that if derivational word knowledge has begun to increase between grades 3 and 5, such knowledge will likely continue to increase as students experience successes in decoding unfamiliar vocabulary.

The motivation for teaching morphology is simple: English has a morphophonemic spelling system that evolved to jointly represent units of meaning (morphemes and etymological markers) and sound (phonemes). Once this is understood, it

becomes clear that English spelling system is well designed and has even been described as near “optimal” (Chomsky & Halle, 1968). This contrast with the common claim that the English spelling system follows an “alphabetic principle” in which letters represent meaning via sounds, and where the grapheme-to-phoneme system is riddled with irregularities (for more discussion see Bowers & Bowers, 2018a).

To briefly illustrate the morphophonemic organization of English spellings, consider the morphological families formed from the bases <act>, <do> and <go> in Figure 1. The important point to note is that the spelling of the base remains consistent across all members of the morphological families even when changes in pronunciation are observed (e.g., acting vs. action; do vs. does; go vs. gone). The same applies to affixes. For example, consider the suffix <-ed> that is consistently spelled in jumped, played, and painted even though it is pronounced /t/, /d/ and /əd/, respectively. These examples are not cherry-picked; they are the norm. Rather than respecting an alphabetic principle, the English spelling system is better described as respecting a morphological principle that prioritizes the consistent spellings of morphemes over the consistent spelling of phonemes. Indeed, in order to spell morphemes in a consistent manner, it is necessary to have inconsistent (or perhaps a better term is ‘flexible’) grapheme-phoneme correspondences. Flexible grapheme-phoneme correspondences are a feature and not a bug of the English spelling system.

In addition to the role that morphemes play in constraining spelling and meaning, it is important to note how rich morphological families can be, as illustrated in Figure 2. In order for a word to be a member of a morphological family the word not only has to have a consistent spelling relationship with the base, it must also share a common sense and meaning that can be traced back through a common etymological history -- to the same historical root. In many cases the meaning of morphologically related words is transparent (e.g., <help>, <helpful> and <helpless>), while in some cases the meaning relation is less clear, but can still be traced and understood via etymological connections (e.g., <apt> from the Latin root *aptus* for “fit” can be linked to <adapt>, <aptitude>, and <adaptation>; <quest> from the Latin root *quaerere* for “ask, seek, gain” can be linked to <question>, <conquest>, and <request>).

Vocabulary Development

Goodwin, Gilbert, and Cho (2013) asserted a coordinating claim related to the impact of morphology of younger adolescents in various grade levels: “For fourth, sixth, and eighth graders, morphological awareness made a moderate contribution to word and pseudoword reading controlling for phonological awareness, orthographic knowledge, and rapid automatized naming (Roman et al., 2009)” (p. 42).

Similarly, Nagy et al. (2006) described the impact of morphological development not only on enhanced vocabulary knowledge but also on other language facets related to vocabulary and reading comprehension: “Those [upper elementary students] who received the morphophonemic training linked to word origin improved significantly more in reading and spelling than those who received only basic phonics (Henry, 1988, 1989, 1993)” (p. 136). This sentiment was echoed by Blachowicz, Fisher, Ogle, and Watts-Taffe (2006), who indicated direct correlations between students’ vocabulary levels and their reading comprehension. Thus, morphological awareness has a direct correlation to several domains of reading for secondary students.

Findings from both Goodwin et al. (2013) and Nagy et al. (2006) supported the assertion of the importance of morphological awareness development, in that morphological awareness was found to significantly influence both decoding and reading

comprehension within different grade-level groups (Nagy et al., 2006), which impacts upper level vocabulary in increasingly difficult texts (Goodwin et al., 2013). Thus, improved morphology skills have direct correlations with other facets of reading, which in turn lead to heightened reading comprehension.

Student's Painting with Letters Strategy

This study aims to explore how student's paintings can arouse the enhancing students' morphology. This study records the analysis of the thinking and visual characteristics behind student's paintings to determine which type of student's painting is likely to arouse the enhancing students' morphology. The results show that exploring the thinking characteristics of student's paintings, such as letter, randomness, exaggeration, symbolism, uniqueness, and interest, can increase the cognition of student's painting art thinking-process. The study proposes to explore the visual characteristics of student's painting (such as simple and independent modeling, bold color contrast, high purity, free, casual, and prominent theme composition) and to apply them to wider applications in art creation. As an important category of art, student's paintings can provide artistic experience to relieve people's mental pressure, stimulate, artists' inspiration, and stimulate people's subjective well-being through visual images.

The results show that the characteristics of student's paintings can stimulate the enhancing students' morphology and have a profound impact on art. Adding the student's paintings to the secondary level can increase and also improve the creativity of their learning process in morphology.



Figure 1. Proposed conceptual framework for influence of children's paintings'.

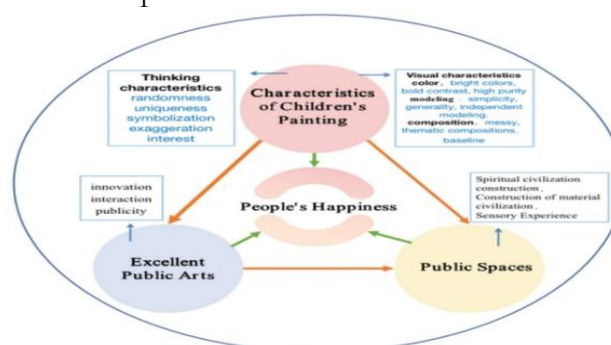


Figure 2. Proposed conceptual framework for characteristics of children's painting for improving people's happiness.

CONCLUSION

After the researcher did the library research, it can be conclude that is based on the data obtained in the study. The enhancing students' morphology by using painting to development their vocabularies is important implications for the secondary level and through adulthood, but certainly for secondary learners who are on the budding edge of propelling themselves from the task of learning to read into the realm of reading to learn.

Creating instruction for adolescents is particularly difficult, in that it requires a level of rigor and developmental responsiveness that equips learners within this demographic without hindering their progress or motivation to learn. This issue is only compounded when conceptual load and text complexity increase in all content areas at the secondary level. Additionally, for adolescents, whose minds are continuously developing through the cognitive pruning of the pubescent period (Brown & Knowles, 2014), the consistent employment of schemata in the learning process is instrumental.

The core issue for teachers of adolescents is clear: Literacy instruction across content areas must include an element of morphological development with explicit instruction in related strategies for application with the use of varied, complicated classroom texts. Such a painting; it requires avid study by instructors into the texts themselves and into the potential morphemes that texts offer to an adolescent's overall morphological development.

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