THE EFFECTIVENESS OF WORD ANALOGY IN TEACHING VOCABULARY
AT THE FIRST GRADE STUDENTS OF MANURUL HIKMAH
NW LENDANG KELOR MURBAYA
IN ACADEMIC YEAR
2013/2014

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Abstract: The aim of this research was in finding out the effectiveness of Word Analogy in teaching Vocabulary. This research was Pre-Experimental with one group pre-test, post-test design. The population of this research was first grade students of MA NurulHikmah NW LendangKelorMurbaya in academic year 2013/2014. The total numbers of the population were 20 students. The technique to take the sample was population sampling, which took all of the population as a sample. So, all of the students from first grade used as a sample in this research. At the first step, the researcher gave the pre - test to the group. The second step, the researcher gave treatment that used Word Analogy. And the last, the researcher gave the post - test. The instrument that used to collect the data was tested and the data, finding was analyzed by the statistical formula of ttest. The result of data analyses showed that the mean score of post-test was higher than the pre-test (80.2 >47.2) as well as the result of t-test was higher that t-table by using the degree of freedom (df) 20-1= 19 for confidence level of 0.05 or 95% (T-test = 11.995> t-table = 2.093 (0.05)). Therefore, we can conclude that Word Analogy is effective in teaching Vocabulary at the first grade students of MA NurulHikmah NW LendangKelorMurbaya in academic year 2013/2014.

Key words: Word Analogy, Teaching and Vocabulary.

INTRODUCTION

Rich vocabulary is both a great asset and a great joy. When the students have an extensive vocabulary, they can provide precise, vivid descriptions; and also they can speak more fluently and confidently; beside that the students will able to understand more of what they read and listen, and good in writing. Good vocabulary can enrich their personal life, help them achieve academic success, and give them an edge over others in the workplace. But the problem now is there are many students still do not mastered the vocabulary within English, whereas English is a compulsory lesson in every senior high school until university even from elementary school and have been applied for a long time ago, even also be a compulsory lesson that should be examined to graduate from each their school.
Many teachers have applied many methods to solve the problem above, but in the fact still many learners cannot use English well because lack in vocabulary. Therefor the researcher tries to introduce the word analogy method in teaching vocabulary. Word analogy always talks about word and comprehension of words. (Beare, 2013). Studying and creating analogy helps students in developing comprehension of vocabulary and concepts as they improve their reasoning ability and their critical thinking skills.

Based on the statement above, the researcher is interested in conducting a research on the use of word analogy in teaching vocabulary, which is the researcher will take a research at the first grade students of MA Nurul HikmahNW London Kelor Murbaya in academic year 2013/2014.

In this research the researcher states the research problem in the form of the following questions: Is the word analogy effective in teaching vocabulary?. The researcher describes on this study to apply the purpose of the study is to know whether the word analogy is effective in teaching vocabulary. After the data, finding, this study is expected to have some significant whether theoretically or practically the teaching vocabulary using word analogy can effective for the first grade students of MA Nurul Hikmah NW Lendang Kelor Murbaya in academic year 2013/2014.

Theoretically: a) For the students: the result of this study is expected to give the students the theoretical information about the positive effect of word analogy in learning vocabulary. b) For the teacher: the result of this study as input and information for the teacher how to use the word analogy in teaching and learning proses to improve the students’ vocabulary. 2. Practically: a) For the students: This study will be able to help student interested in learning activity and to easily remember new words. b) For the teacher: practical significant as input to the English teachers in order to apply the word analogy, especially to overcome the students’ problems in teaching vocabulary. And the scope of this research to be discussed in this written is limited to be two points: 1. The study is focused on the first grade students of MA Nurul Hikmah NW Lendang Kelor Murbaya in academic year 2013/2014. 2. The study is limited to the effect of using word analogies in teaching vocabulary at the first grade students of MA NurulHikmah NW LendangKelorMurbaya in academic year 2013/2014.
LITERATURE REVIEW

Vocabulary is the knowledge of words and word meanings. (Rasinski, et al. 2007: 1). Vocabulary is commonly defined as "all the words known and used by a particular person". Knowing a word, however, is not as simple as simply being able to recognize or use it. (Wikipedia: 2013) Vocabulary is, according to Hatch & Brown (1995: 132), the list of words that speakers of a particular language use.

From the theories above, we can conclude that the definition of the vocabulary is as a collection or list of words with a brief explanation of their meanings or more clearly vocabulary is a list of words which is meant for distributing communication with other people. So, by knowing and memorizing a lot of vocabulary we can easily and fluently to communicate with others.

An analogy is showing a relationship between two sets of elements (Mccory, 2013: 8). An analogy is comparison in which elements in one half of the comparison bear the same relationship to one another as the elements on the other half of the comparison (Aragoni, 2010). An analogy is a statement that suggests two terms are related to each other in the same way that two other terms are related to each other (Miller, 2011:4). Analogies are word relationships that compare two things that have a feature(s) in common, but are otherwise unlike (Kevin, 2009: 218).

From the statements above more than one experts have given some definition of analogy with different word but one meaning. And from the statements above as well as we can conclude that a word analogy draws a relationship between the two words by comparing them to two other words. When we write, it is important to understand how words are related. A word analogy shows how word pairs are related. An analogy is a comparison of the similarities of two concepts. The familiar concept is called the analog and the unfamiliar one the target. Both the analog and the target have features (also called attributes). If the analog and the target share similar features, an analogy can be drawn between them.

In teaching vocabulary using word analogy students centered learning can also take place in different ways, such as by allowing them to ask another student in the classroom, by using dictionary or contextual guesswork. (Campillo, 2006: 35). The analogy is one of contextual guesswork that guesses and chose the correct answer from the analogy question. Analogies can help students build conceptual bridges between what is familiar and what is new or familiar word and new word. (Glynn, 2007:52)
The analogy questions measure reasoning ability, vocabulary skills, and familiarity with the analogy format. Analogies in building vocabulary are far more than memorizing words. Using word analogies is a useful way of building vocabulary and analogy is perfect for vocabulary development (Beare, 2013).

The reasons for all of those statements are: analogies are a great way to sharpen the mind because they require logical thinking to solve. Besides knowing the meanings of the words, you must also understand the relationship expressed in the analogy. Analogies in teaching vocabulary help students form a bridge between their existing word and new word. So by using analogies, teachers can help students create mental models that link new (and sometimes abstract) ideas to prior experiences. Some ways to teach analogies may include: a) Using real objects to show what is alike and unlike between them (e.g., hold up a beach ball and an apple). b) Making a list of similarities and differences (e.g., write a list on the chalkboard comparing an apartment building and a house). c) Writing the definition of items to discover common features (e.g., write definitions for ocean and lake in a notebook). d) Drawing pictures of items to see similarities and differences (e.g., draw a bird and a dog).

Expanding on analogies also helps increase a child’s knowledge base. For example, in the analogy Bird: Cage:: Dog: _______ (Doghouse), you can list several features of each item and then list other things that share those features (e.g., bird—beak, turtle—beak).

(Kevin, 2009)

**METHOD**

This research was a pre-experimental research with one-group pretest-posttest design which only gave a treatment for one group as research’s objects and there was no control group, therefore in this study the researcher used quantitative method. This method was expected to be able to
investigate the Effectiveness of Word Analogy in Teaching Vocabulary. The population of this study was the first grade students of MA Nurul Hikmah NW Lendang Kelor Murbaya in academic year 2013/2014 that consists of 20 students. The sample of this study was the whole population, because of that this research was called population research (Arikunto, 2010: 173).

In this research the researcher used the test as the instrument for the study. The kind of test in the study was objective test. The objective test in multiple choice forms that was used by the researcher were 25 items to find out the students’ mastery in vocabulary. In procedure of data collection the researcher gave pre – test and post- test for the sample. Pre – test is the test had been done before explaining the material that was an item in a study; it aimed to know the student’s ability in vocabulary. And it was intended to measure the vocabulary achievement of students before using a word analogy. Post- test is the last process of collecting the data and given after treatment. The tests form in post-test same with pre-test, the researcher just random the pre-test questions to be given to the students as post-test. In analysis the data the researcher looked for deviation of the score, both pre-test and post-test score. Finally the researcher come to the computation of the two deviation score, it was significant or not. For the sake of computation the researcher was used t- test formula.

**FINDINGS**

To find out the solution of the problem with the research intends to analyze the data obtained from students’ test result. Data of the study consists of two steps, giving a pre-test and post-test. The first step was giving a pre - test. It was conducted to know the students’ ability before giving the treatment. The second step is the researcher did the post-test as the last of the test. It was conducted to know the students’ ability after giving the treatment.

To get useful of the data on the students test, the researcher conducted a research at the first grade students of MA Nurul Hikmah NW Lendang Kelor Murbaya in academic year 2013/2014. The data on the effectiveness of word analogy in teaching vocabulary at the first grade students of MA Nurul Hikmah NW London Kelor Murbaya in academic year 2013/2014 has the highest score of the pre-test was 64 and the lowest score was 28, mean score was 47.2, mode score was
14.67, median score was -19.56. Meanwhile, the result of data interpretation of posttest shows that the highest score was 96 and the lowest score was 64, mean score was 80.2, mode score was 58.56, median score was -14.99.

**DISCUSSION**

The statistics of the data gathered has been already counted. It shows that the results of mean, mode and median score of post-test are higher than pre-test. And the result of t-test is needed to consult in the t - table by using N-1 as the degree of freedom (df). The df is N-1 = 20-1= 19, having known the value of df, the researcher needs to check up the t-table of df19. And the researcher found that the value was 2.093 for confidence level of 0.05 (95%).

The Comparison between t-test and t-table showed that t-test is higher than t-table. The the difference in the two values was significant. It indicates that Word Analogy is effective in teaching vocabulary at the first grade students of MA Nurul Hikmah NW Lendang Kelor in academic year 2013/2014.

**CONCLUSION**

The researcher found that the result of the students’ scores after giving the treatment is clearly rising. Because it is found that t-test is higher than t-table by using the confidence level 0.05, the standard of 95% and degree of freedom (df) was 20-1= 19. The result of t-test was 11.995 and the result of t-table was 2.093 for the confidence level 0.05, the standard of 95% and degree of freedom (df) was 20-1= 19.

From the statement above, the researcher concluded that using —word analogy in teaching vocabulary and the first grade students of MA NurulHikmah NW Lending KelorMurbaya in academic year 2013/2014 is effective.

**REFERENCES**


