

## USING WORD ANALOGIES TO IMPROVE THE ENGLISH VOCABULARY MASTERY OF THE STUDENTS AT SMP NURUL QALAM

**Chitra Ananda**

*Pendidikan Bahasa Inggris, Universitas Muslim Indonesia*  
chitraananda24@gmail.com

**Syamsidar**

*Pendidikan Bahasa Inggris, Universitas Muslim Indonesia*  
muradsyamsidar@gmail.com

**Hadijah**

*Pendidikan Bahasa Inggris, Universitas Muslim Indonesia*  
hadijah.hadijah@umi.ac.id

### Abstrak

*Kosakata adalah semua bahasa dan kata-kata baik yang digunakan atau dipahami oleh seseorang atau sekelompok orang. Dan analogi kata adalah perbandingan dua hal yang tidak serupa berdasarkan kemiripan aspek tertentu, kesimpulan bahwa dua atau lebih hal setuju satu sama lain dalam beberapa hal mereka mungkin akan setuju dalam hal lain. Penelitian ini bertujuan untuk mengetahui apakah penggunaan analogi kata dapat meningkatkan penguasaan kosakata siswa atau tidak. Penelitian ini menggunakan metode pra eksperimen. Populasi dalam penelitian ini adalah siswa kelas II SMP Nurul Qalam tahun ajaran 2021-2022. Jumlah sampel penelitian ini adalah 30 siswa kelas VIII.A. Teknik pengambilan sampel adalah teknik cluster random. Data diperoleh melalui tes kosakata. Tes kosakata bertujuan untuk mengetahui penguasaan kosakata siswa dengan menggunakan analogi kata. Hasil analisis data menunjukkan bahwa terdapat perbedaan nilai siswa pada pre-test dan post-test. Hal ini dibuktikan dengan nilai rata-rata post-test siswa lebih tinggi dari pre-test. Nilai rata-rata pada pre-test adalah 37,28 dan pada post-test adalah 71,03. Selain itu, hasil tes menunjukkan bahwa penggunaan Word Analogy meningkatkan penguasaan kosakata siswa. Berdasarkan hasil analisis, peneliti menyimpulkan bahwa penggunaan analogi kata meningkatkan penguasaan kosakata siswa kelas dua SMP Nurul Qalam tahun ajaran 2021/2022.*

**Kata Kunci:** *Analogi Kata, Kosakata, Pra-Experiment.*

### Abstract

Vocabulary is the all the language and words either used or understood by a person or group of people. And a word analogy is a comparison of two otherwise unlike things based on resemblance of a particular aspect, inference that it two or more things agree with one another in some respects they will probably agree in others. This research aimed to know whether or not the use of word analogy to improve the students vocabulary mastery. This research employed pre experimental method. The population of the research was the second grade students of SMP Nurul Qalam in academic year 2021-2022. The total sample of this research was 30 students from VIII.A class. The technique of sampling was cluster random technique. The data were obtained through vocabulary test. The vocabulary test aims to find out the students' vocabulary mastery by using

word analogy. The result of data analysis showed that there were the differences between the students' score in pre-test and in post-test. It is proved by the mean score of the students post-test that it higher than pre-test. The mean score in pre-test was 37.28 and in post-test was 71.03. Moreover, the result of the test indicates that using Word Analogy improve the students' vocabulary mastery. Based on the result of analysis, the researcher concluded that using word analogy improves the students' vocabulary mastery of the second grade students of SMP Nurul Qalam in academic year 2021/2022.

**Keywords:** Word Analogies, English Vocabulary, Pre-Experimental.

## **INTRODUCTION**

Vocabulary is one of the most important aspects is mastering English because the ability of the students to read or comprehend the subject is relatively determined by their vocabulary. In this case, we must emphasize that vocabulary plays a key role not only in reading but also in speaking, writing, and listening. It is clear that vocabulary as a fundamental requirement does influence students' achievement in studying English. Teaching English vocabulary is one important matter in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh (Hammer, 1991; Sulaiman, R., Muhajir., 2019).

Vocabulary is not a syllabus, i.e., a list of words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful at a temporary technique for tests, but not for learning a foreign language. Language students need to learn vocabulary of the target language in another way (Syamsu, A., Yunus, M., Sulaiman, R., 2019). If we are really to teach students what words mean and how they are used, we need to show them being used together in context. Words do not just exist on their own they live together and they depend upon each other. Therefore, teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques. There are many techniques and activities that teachers can employ and use in teaching vocabulary, such as presentation, discovery techniques and practice (Sulaiman, R., Akidah, I., 2021). But in this study, the writer would like to use word analogies in improve vocabulary of the students.

An analogy is a technique between two things that are usually thought to be different from each other, but have some similarities (Syamsu, A., Muhajir., 2022). They help to understand things by making connections and seeing relationships between them based on knowledge that already possess or it help to understand something because they are compared to something that learner already know. By using analogies, teachers can help students develop higher-level thinking and language skills. Analogies, or the likening of one thing to another based upon similarity, are often given on standardized tests (Sulastri., Ratnawati., Radhiyani, F., 2021). English teachers can also use them to help students learn to connect ideas and use vocabulary words, something that is embedded in most state standards. Word Analogies allow students to link familiar concepts with new idea – prior experiences with new information. In this strategy, students confront two related words and are challenged to explain the nature of their relationship. Next, students apply this same relationship to other word pairs. It is a useful way of building vocabulary (Tracy, Budd., 2012; Syamsidar., et. al., (2023).

Based on the explanation above, the writer conducted a research entitled “Using Word Analogies to Improve the English Vocabulary Mastery of The Second Great Students at SMP Nurul Qalam”.

## METHOD

This research was applied Pre-Experimental method with pre-test and post-test design. The comparison between the pre-test and post-test score depends on the success of the treatment. The design can be described as (O1): the result of students’ pretest (X): the treatment by using word analogy (O2): the result of students’ post test. The population of this research was the second grade students at SMP Nurul Qalam and the sample applied by using cluster random sampling technique was carried out by choosing one of three classes, namely class VIII A which consist 30 students. The instrument of this research was vocabulary test where there are 10 number of multiple choises, 20 numbers of matching items, and 10 numbers of completions. The data was collected by procedures as pre-test given a vocabulary test to the student which contains 10 items of multiple choices 20 items of matching items, and 10 numbers of completions in order to know students’ previous knowledge of vocabulary. The treatment was conducted for five meetings with the same duration of time for five weeks. Each meeting was last for 2 x 30 minutes and this research focused on four types of word analogy, they were synonym analogy, antonym analogy, object, and function analogy, and cause and effect analogy. Post-test was give to know the students’ mastery of vocabulary after being taught word analogies. The instrument for post-test was the same with the instrument in pretest.

Data on the students’ vocabulary mastery was collected and analyzed by using scored the students’ correct answer of pre-test and post-test by score students correct answer shared total number of items X 100 and calculated mean score, frequency, and percentage by using SPSS analysis. Calculated standard deviation and t-test by using SPSS analysis.

## FINDING AND DISCUSSION

**Table 1.** Frequency and percentage score pre-test and post-test

Classification	Score	Pre-Test		Post-Test	
		F	%	F	%
Very Good	86-100	0	0	1	3,6
Good	71-85	0	0	15	53,5
Fair	56-70	0	0	9	32,2
Poor	41-55	6	78,,5	3	10,7
Very Poor	0-40	22	21,5	0	0

Based on the table in pretest there were no students got very good, good, and fair category, 22 students (21.5%) got very poor and 6 students (78.5%) got poor. Meanwhile, in post test there was 1 student (3.6%) got very good, 15 students (53.5%) got good, 9 students (32.2%) got fair, 3 students (10.7%) got poor, and no student got very poor.

**Table 2.** Descriptive Statistics

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std.Deviation</b>
pre_test	28	30.00	55.00	37.2857	5.51669
post_test	28	42.00	87.00	71.0357	12.08452
Valid N (listwise)	28				

Table showed the minimum, maximum, mean score and standard deviation in pre-test and post-test. In pre-test, the minimum score of the students was 30 and the maximum score was 55. In post-test, the minimum score of the students was 42 and the maximum score was 87. The mean score of the students in pre-test was 37.28 and in the post-test were 71.03. The standard deviation of the students in pre-test was 5.52 and in post-test were 12.08. The mean score of the students in post-test was higher than the mean score in pre-test. The standard deviation of the students in post-test was higher than in pre-test. It indicated that word analogy improved the students' vocabulary. In the treatment, the researcher conducted teaching for five meetings. In 1<sup>st</sup> meeting until the 4<sup>th</sup> meetings, the researcher gave different materials of word analogy. The researcher taught by using different ways in each meeting. There were analogy cards for cause and effect, rolling technique for antonym analogy, pictures for object and function, worksheet for synonym, and story building for the last treatment.

Based on the observation and students' work, the difficult analogies were cause and effect analogy and object and function analogy. The students did more in synonym and antonym analogy because they think it was easier. In learning cause and effect analogy, the students were enthusiasm in learning process. The researcher divided them in to some of groups and asked them to work together to arrange the cards given to them in the envelopes. The result showed that the students get enjoy and active in finished their work. The students discussed each other before answer their work. The students also struggled to write the answers in the blackboard and pronounce them in front of the class. In learning antonym analogy, the researcher gave a worksheet which contained blank analogy and the researcher asked the students to write down a word and the next students wrote the opposite of it. The result showed that the students were serious to find a word before their turn. It make the students opened the dictionary for searched a new word and also to know the meaning of the word which already put in there before.

In learning object and function, the researcher asked the students to make their own analogy by identifying the word classes, such as noun and verb. The students made their example, such as nose: breath, eye: see, scissor: cut, and foot: walk. The student also learned adjective, noun, and verb in antonym and synonym analogy, the students made their own example, such as city: town, young: old, expensive: cheap, and sit: stand. The student also made a simple paragraph based on the words. The example was "In the night, I go to drugstore to buy medicine. In that moment, I feel shiver because the weather. I also feel nausea. Doctor gives advice in order that I must drink medicine to make me recover." The result showed that the students were able to make a simple paragraph although it still needed some corrections. Based on the result of the treatment, it is concluded that the using of word analogy give positive impact to the students to improve their vocabulary mastery. Word analogy was effective in teaching vocabulary. The most effective were synonym and antonym analogy. The result of this research showed that the implementation of word analogy improved the students' vocabulary mastery. It was proven by the difference of the students' mean score in pre-test and post-test. The mean score in pre-test was 37.28 and in post-

test were 71.03. The mean score in post-test was higher than in pre-test. It is concluded that using word analogy improved the students' vocabulary.

## CONCLUSION

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher has come to the following conclusion. The use of word analogy improved the students' vocabulary of the second year students of SMP Nurul Qalam. It is proven by the difference score after conducting the treatment. And the most effective is antonym analogy.

## REFERENCE:

- Beare, Kenneth. 2012. Words Analogies. About.com Education. [http://www.word\\_analogies.htm](http://www.word_analogies.htm). Retrieved on September 17<sup>th</sup> 2012.
- Beare, Kenneth. 2013. Top 200 Nursing Vocabulary Words. About.com Education. [http://esl.about.com/od/English.formedicalpurpose/a/nursing\\_vocabulary.htm](http://esl.about.com/od/English.formedicalpurpose/a/nursing_vocabulary.htm). Retrieved on Januari 27<sup>th</sup> 2013.
- Bowerman, Todd. 1999. Easy Ways to Solve Analogies. eHow. [http://www.eHow/info\\_12037915\\_easy-ways-solve-analogies.html](http://www.eHow/info_12037915_easy-ways-solve-analogies.html) Retrieved on September 17<sup>th</sup> 2012.
- Budd, Tracy. 2006. The Best Test Preparation for The MAT: Miller Analogies Test. Piscataway, N.J : Research and Education Association. <http://books.geogle.co.id> Retrieved on November 1<sup>th</sup> 2012.
- Campillo, Rosa Lopez. 1995. *Teaching and Learning Vocabulary: An Introduction for English Students*. UCLM. Retrieved on July 19<sup>th</sup> 2012
- Depdiknas. 2006. *Kurikulum Berbasis Kompetensi; Bahasa Inggris*. Jakarta : Departemen Pendidikan Nasional.
- Ellis, Gail., & Sinclair, Barbara. 1989. *Learning to Learn English A course in learner training Learner's Book*. New York: Cambridge University Press.
- Fitriani, 2011. *Improving Vocabulary Mastery of the first year students at SMA Negeri 1 Rilau Ale' Kabupaten Bulukumba by Reading Short Stories*. Thesis FBS UNM
- Foster, Ruth. 2011. *Analogies for Critical Thinking*. Westminster, CA : Teacher Created Resources. <http://books.google.co.id>. Retrieved on November 1<sup>th</sup> 2012.
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. New Edition London: Longman.
- Hill, L.A. 1985. *Word Power 1500 (Vocabulary Test and Exercise)*. Hong Kong: Oxford University Press.
- Hill, L.A. 1985. *Word Power 4500 (Vocabulary Test and Exercise)*. Hong Kong: Oxford University Press.
- Hornby. A.S. 2005. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Lehr, F., Osborn, J., & Hiebert, E. H. 2000. *A focus on Vocabulary*. The Regional Educational Laboratory at Pacific Resources for Education and Learning. Retrieved on July 18<sup>th</sup> 2012.
- McCarten, Jeanne. 2007. *Teaching Vocabulary (Lessons from the Corpus Lessons for the Classroom)*. USA. Cambridge University Press.
- Nasma. 2008. *Using Analogies Word Relationship Game to Improve the Vocabulary Mastery of the Second Years Students of MAN 1 Makassar*. Thesis FBS UNM

- Nurmiati. 2008. Improving the Students' Vocabulary Mastery using Whispering Game at the Second Year of SLTPN 3 Makassar. Thesis FBS UNM.
- Richards, C. Jack and Schamidt, Richard. 2002. Language Teaching and Applied Linguistics. London: Pearson Education Limited (ThirdEdition).
- Spears, Deanne. 2000. Verbal Analogies: An Introduction. The McGraw- Hill Companies. <http://www.analog.htm>. Retrieved on September 17th 2012.
- Sulaiman, Rizkariani., Muhajir. (2019) The difficulties of writing scientific work at the English education students. Journal of English Education. Vol. 4, No. 1, p.54-60.
- Sulaiman, Rizkariani., Akidah, Ihramsari. (2021) Pembelajaran Bahasa Inggris Menggunakan Media Flash Card Pada TPA Masjid Baitul Maqdis. Jurnal Madaniya. Vol. 2, No. 3, p.242-252.
- Sulastri., Ratnawati., Radhiyani, Fitri. (2021) Membangun Minat Siswa Sekolah Dasar Pemulung Dalam Mempelajari Bahasa Inggris Melalui Metode Fun Learning. Jurnal Madaniya. Vol. 2, No. 3, p. 253-265.
- Syamsidar., Parlindungan, Silalahi, Ronald, Maraden., Rusmardiana, Ana., Febriningsih, Fida., Taha, Mujahid., Erniwati (2023) Wordwall on Mastery of Vocabulary in English Learning. AL-ISHLAH: Jurnal Pendidikan. Vol. 15, No. 2, p. 1801-1806.
- Syamsu, Awaluddin., Yunus, Muhammad., Sulaiman, Rizkariani., (2019) Self-Efficacy of English Education Students in a Private University in Makassar: A Comparison across Batches. Journal INA-Rxiv. P.111-116.
- Syamsu, Awaluddin., Muhajir (2022) The Creative Exploitation of Pecha Kucha's Presentation Technique in English Teaching Classes. Qalam: Jurnal Ilmu Kependidikan. Vol. 11, No. 2, p.67-71.
- Thoufan, Muh. 2011. The Effectiveness of Word Analogy in Improving English Vocabulary Mastery of SMA Negeri 1 Majene. Thesis FBS UNM
- Webster. 1989. Encyclopedia Unabridged Dictionary of the English Language. New York: Portland House.