THE EFFECTIVENESS OF WORD ANALOGIES IN IMPROVING THE ENGLISH VOCABULARY AT THE SEVENTH YEAR STUDENTS OF MTS BATUSITANDUK

A THESIS

Submitted to the English Language of SI Tarbiyah Department of State Collage for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By,

MARIS
Reg. Num 09.16.3.0078

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT OF STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO

2014

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Under the supervision of :
1. Dr. Dahlan, M.Hum.
2. Wisran, S.S., M.Pd.

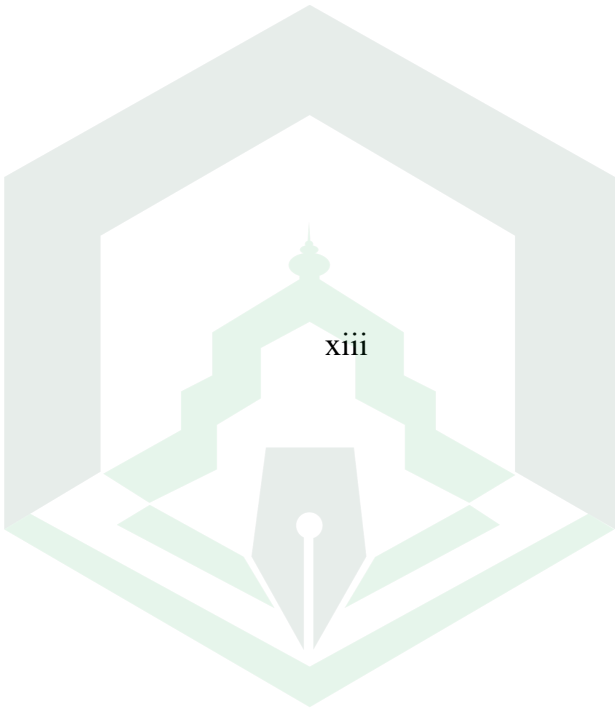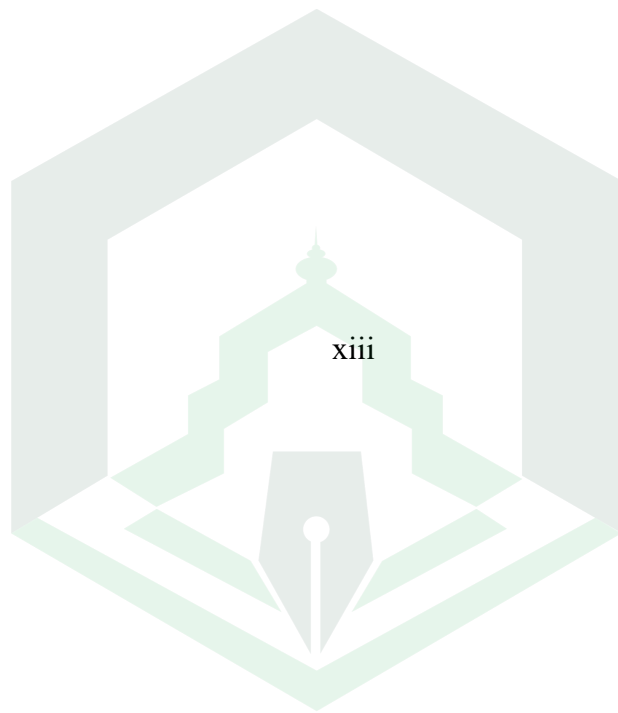# ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT OF STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO

2014

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ACKNOWLEDGEMENTS

بسم الله الرحمن الرحيم

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Palopo, ….November 2013

Researcher,
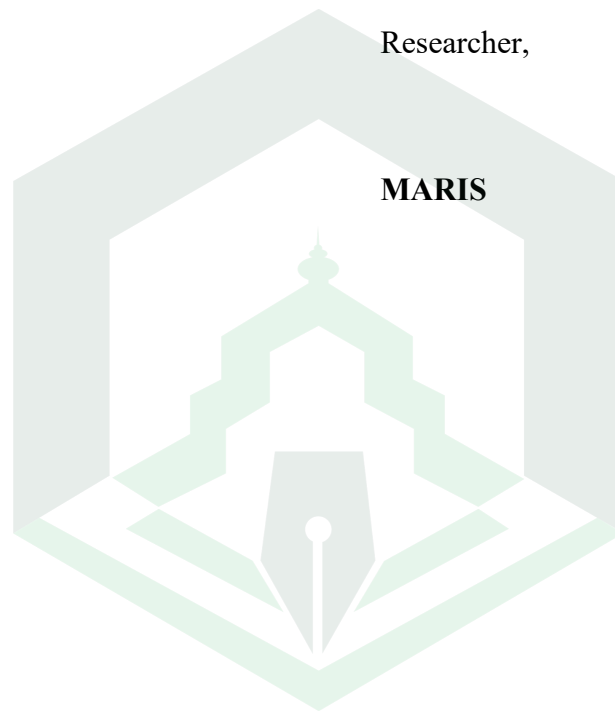
MARIS

ABSTRACT

Maris, 2013. "The Effectiveness of Word Analogies In Improving the English Vocabulary at the Seventh Year Students of Mts Batusitanduk". Thesis of English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Consultant (1) Dr. Dahlan, M.Hum. and Consultant (II) Wisran, S.S.,M.Pd.

Key words :   Effectiviness, Word Analogies, Improving, Vocabulary, MTS Batusitanduk

This thesis studies about teaching vocabulary at the first year students of MTS Batusitanduk through word analogies. This thesis to find out the effectiveness of the word analogies in improving the ability in using vocabulary. The problem statement of research were "Is the implementation of word analogies technique effective to improve English vocabulary at the first year of Mts Batusitanduk, and how is the students attitude toward in word analogies technique?

This research applied pre- experimental using of pre-test and post-test and using vocabulary test as the instrument in collecting data. The researcher focused on the seventh year students of MTS Batusitanduk, who were the academic year 2012/2013. The number of sample is 20 students. The researcher collects the data by using objective test.

Based on the finding and discussion of data analysis in previous chapter, the researcher describes the result of the research indicated, the score of the student's vocabulary after gave treatment at the first year students of MTS Batusitanduk through word analogies, it is proved by calculating the different of both test. The score of the students' in pre-test 470 (23,5) And pos-test 1285 (64,25), It is significance of both test by using test analysis were the value 21,146, and greater than t-table value 2,861. It means that the use of word analogies approach gives significant improvement to the students' vocabulary. In addition, the researcher found almost all of the students gave positive responds toward Word Analogies technique approach applied in learning vocabulary.

PRONOUNCEMENT

Signature By :

     Name   : Maris

     Reg Number   : 09.16.3.0078

     Study Program : English

     Departement   : Tarbiyah

Clarify truly that :

1. This thesis is really a result of my own work, not plagiarism or duplication of the writing / works of others which I admitted as a result of my own writing or mind.

2. All parts of this thesis are my own work, except the quotations which are shown the source. Any mistake in this my responsibility.

Thus this pronouncement was made as appropriate. When I am not write Sletter, I am willing to accept sanctions for such actions.

Palopo, Januari 07th 2014
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CATATAN HASIL KOREKSI
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Bapak Ketua Jurusan Tarbiyah STAIN Palopo

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Palopo

Assalamu'alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini :

Nama   : Maris

Nim   : 09.16.0078

Jurusan   : Tarbiyah

Program Study   : Bahasa Inggris

Judul Skripsi   : The Effectiveness of Word Analogies In Improving English Vocabulary at the seventh year students of Mts Batusitanduk

Menyatakan bahwa skripsi tersebut telah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu'alaikum Wr. Wb.

Pembimbing II

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CHAPTER I

INTRODUCTION

A. Background

English is important for education, even though it is a foreign language. It is international language that used for many purposes : business, technology and education. Almost, most of people use English as a communication tool for connected with western people, therefore, English has importan position in the education policy in Indonesia.

Realizing the importance of English, the Indonesian government through the Ministry of Nasional Education. However, three are still low numbers of students in Indonesia especially at Seventh Grade of MTS Batusitanduk region can master English well. They usually lack of especially vocabulary. It seems, the students getting bored to learn or memorize vocabulary because there is not enough good way that has been applied by the teacher. The teachers abilites when applyng the technique gives contribution to help the students to mastering vocabulary. Many technique can stimulate the students interest and can improve the student ability in learning English, one of the technique that can stimulate the student ability is word analogies technique

Vocabulary is important point in learning a language, because vocabulary is one of the language elements that play an important role in understanding passage

and communicating ideas,and then vocabulary is important for anyone who learns the language used in listening,speaking,writing and reading.

There is problem faced to the students learning vocabulary is they are lack to understand vocabulary in a conversation spesial at MTS Batusitanduk, so the researcher choose try to give solution to the students in learning vocabulary by using word analogies. Word analogies is one of ways to teach vocabulary in Junior high school. By using analogy, teachers can help students developed their higher-level thinking and language skill. Analogy of one thing to another based upon similarity, is often given on standardized tests. English teachers can also use them to help students learning to coonected ideas and use vocabulary words.

Based on the experience when the researcher conducted the observation at the first years MTS Batusitanduk, the researcher try to recommend that is a word analogies a suitable technique for the students, in secondary level for improving their vocabulary. To be proved how far the word analogies word could be influenced students vocabulary skill, in this paper the researcher tries to elaborate everything related to the technique of implementation word analogies and its effect for increasing students vocabularies skill.

B. Problem statement

Based on the background above, the researcher formulated a research question as follows:

1. Is the implementation of word analogies technique effective to improve English vocabulary at the seventh year student' of MTS Batusitanduk?

2. How is the students attitude toward in word analogies technique?

C. Objective of the research

1. The objective of the research is to find out whether or not the word analogies be effective in improving vocabulary to the first year of MTS Batusitanduk

2. To find out the students attitude toward in word analogies technique

D. Significance of the research

The significances of this research could be divided into two parts, namely theoretically and practically:

1. Theoretically, it will be expected to add the theories of ELT especially in teaching vocabulary.

2. Practically, to give information for all English teachers in teaching English especially vocabulary that word analogies is one of the alternative technique which can be .

E. Scope of the research

The scope of the research would be restricted to improving students vocabulary through word analogies to the first year students of MTS Batusitanduk.

Word analogies that understanding of the nature of various kinds of relationships. Where the students must find out other connecting words.

The researcher would focus to discuss about sense relation between words (antonym, numbers, sequences, objects and their uses, cause and effect) for this research.

F. Definition of term

Based on the title that, the effectivess of word analogies in improving students vocabulary the first year of MTS Batusitanduk. The researcher gave definition as follow :

1. Effectiveness is the capability of producing a desired result .

2. Word Analogies is a comparison between two things, typically on the basis of their structure and for the purpose of explanation or clarification.

3. Improving is develop or increase in mental capality by education experience.

4. Vocabulary is a component of language that contains all of information about meaning and using words in a language.

CHAPTER II

REVIEW OF RELATED LITERATUR

A. Previous Related Research Findings

Some researchers have conducted their research on the use of various techniques in teaching vocabulary:

a. Astiana silama (2009) in her research "improving students' vocabulary in translating reading text at the eight year students' of SMPN 8 Palopo was effective to stimulate the students' achievement in vocabulary of the second year of SMPN 8 Palopo in academic year 2009-2010.[1]

b. Jasmaruddin (2007) that using word list was effective in Improving the students vocabulary of the sixth year students'of SDN 79 Tappong Palopo. In her researcher, he founded a significance difference between the students vocabulary before giving word list and after giving word list. [2]

c. Jumarni (2010) in her research "presenting the meaning of new vocabulary through synonym at the students of SMP Muhammadiyah Palopo" Showed that synonym was able improve the students' vocabulary. She concluded the result of the research indicated that the score of the students vocabulary in pre-test was 71,4 and

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[1] Astiana silama, *Improving Students' Vocabulary Translating Reading Text at the Eight Year Students' of SMPN 8 Palopo* (Thesis STAIN Palopo,2009), p. 59.

[2] Jasmaruddin, *Improving Vocabulary of the Sixth Year Students of SDN 79 Tapping Palopo through word list* (thesis STAIN Palopo, 2007), p. 58

the score of the students vocabulary in the post-test was 263,64. It means that the difference. Furthermare, she suggested the teacher who wanst to teach English to use synonym, since this method has been proved to improve students vocabulary by using synonym, the students may find and the learning process become more interesting and they it is easily to memorize the vocabulary. [3]

d. Bulan (2007) in her research entitled"using picture in teaching vocabulary at SDN Bara Palopo"she concludes that teaching vocabulary by using picture can improve students vocabulary achievement. Furthermore, he sugestied an English teacher especially in elementary school should given an appropriate method to the students, which can make them relax, enjoy getting the material and make the classroom situation attractive. [4]

Based on the research findings above, it can be inferred that there are many kinds of techniques teaching vocabulary. Each method can be applied in any ways as long it is suitable and effective for the students' to improve English students vocabulary and the result of each research above that all researcher success to improve students vocabulary so that, the researcher would do a research by using word analogies to improve the students' vocabulary . Word analogies as the way out or solution of the vocabulary problem if the students in the classroom. During the lesson students build their vocabulary by using analogies to help them learn the

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[3]

[4] Bulan. *Using picture in Teaching Vocabulary* At SDN Bara Palopo 2012.Thesis Cokroaminoto Palopo University

meanings of grade – appropriate words. Students will create analogies to build their skills for learning new words.

1. Concepts of Vocabulary

Vocabulary as an essential component of all used of language would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are sings or symbols for ideas. They are the means by which people exchange their through. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively. The vocabulary we understand and the vocabulary we can use varies in nature and in quality from one person to another even in our native language. We can help our students by giving those ideas on how to learn vocabulary and some guidance on what to learn. Vocabulary is one of the components of language. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning. Opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV.

Vocabulary plays on important part in learning to read. As beginning readers children use the words they have heard to make sense of the words they see in print.

Consider, for example: what happens when a beginning reader comes to the words dig in a book. As she begins to figure out the represented by the letters d, *I, g,* the reader recognized that the sounds make up a very familiar word that she has heard and said many time reading word that are not already part of their oral vocabulary.

There are many concepts about vocabulary, some of them:

a. Vocabulary is the stock of words used by a people or by a particular class or person

b. Vocabulary is a list or collection of the words of a language, book, outh or, branch of science, or the like usually in alphabetical order and difined.

c. Vocabulary is the words of a language

d. Vocabulary is the sum scope of one's expression technique as in the arts.

2. Definition of vocabulary

Vocabulary is the stock of words used by or known to a particular person or group of person.[5]

According to Martin Manser in his dictionary oxford learners pocket dictionary, that Vocabulary is tall the words that a person know or with their meanings especially in a book for learning a foreign languages.[6]

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[5] Urdang, dkk. *The Random House* Dictionary of English Language.1968

Vocabulary was seen as incidental to the main purpuse of language teaching namely the acquisition of grammatical knowledge about the language, was necessary to give students something to hang on to when learning stucture, but was frequently not a main focus fofr learning it self.[7]

Vocabulary as one of the language aspects, which the people should learn when they are learning language. According to George D. Spache "vocabulary is the number variety of words a person hears, recognizes, understands, and uses in his speech and writing".[8] Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading. A learner of a foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the capability of using it accurately. All skills demand much on the vocabulary mastery.

According to Penny Ur "vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation. As a stock of words used by a person, vocabulary can be defined, roughly, as the words we teach in the foreign language.[9]

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[6] Martin Manser dictionary (new edition.New York : oxford University Press 1980)

[7] Jeremy Harmer . *The Practice of Language Teaching* New York : 1992

[8] George D. Spache, *Reading in The Elementary School,*(New York: Allvn & Bacon, inc.,1964), p.326

[9] Penny Ur, *A Course in Language Teaching: Practice and Theory*, New York: Cambridge University Press, 1996 , p.60

Vocabulary is one of language component. Its support the teaching and learning of the four language skill of reading, listening, speaking, writing.

1. Vocabulary skill involved deducing meaning from the context, use of and ignoring unfamiliar word.

2. Vocabulary activities, involved word guessing, word association, crossword puzzle, cline, word classification and read dies.

Vocabulary in two ideas, namely :

1. Vocabulary is the content and function words languages which speaking, and letter reading and writing.

2. Vocabulary is words having meaning when heard or seen even though the individual product it with communicating with other.[10]

3. How to Learn Vocabulary

Every day you hear or read many new English words. You also find them in your possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some sugestions:

a. Learn the Words that are important to the subjects you are studyng

b. Learn the words that you read or hear again and again

c. Learn the words that you know you will often want to use yourself

d. Do not learn words that are or not useful (your teacher can help you with this)

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[10] Brown, *Advance Vocabulary Teaching* : The problem of collocation.RELC Journal.

Once you have chose whice words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

a. Write the word in a notebook (with their traslation or definitions)

b. Put the words into different groups (you could use a graphich organizer)

c. Write them in a file for use with a computer program

d. Ask someone to test you.

Some students put a tick or cross in their dictionary next to every word they look up. The next time they turn to a page with a marked word, they quikly check to see if they remember the meaning of that word. In all of the above ways, you are doing something with the words.

It's usually not enough to just through a list of words with their definitions or translations and try to remember them. Most students find that they memories words better if they do something with them.

a. How to teach eliciting new vocabulary

1. Select some of the words given in section

Put them into a suitable context, then teach them to you neighbor as if you were presenting them to a class. Your aims is to teach these words for active control, so you will have to work out natural ways to elicit the new words from your student and make him or her use it.

2. Do the some for some vocabulary from your textbook that you would pre – teach for active control before beginning on a new unit.

3. Remedial vocabulary teaching.

The list below contains pairs. Think of example : two or three for each word contextualizing them, finally work out ways to check that students can distinguish the meaning of the words and can use them correctly. Example : lend – borrow

4. Vocabulary selection.

Teaching vocabulary is an important part of language and it must be done carefully. They English should know which words are important to learn because many words will not useful to the students, useful words are the word that occurs frequently in everyday English.

a. Which lexis will need to be pre – taught for active use.

b. Which lexis could be pre – though for passive control recognition purposes' only.

5. Using a dictionary

Each choose a different reading passage from your course books and look up in a dictionary that your student use, that words they are likely to look up them selves, cross check to see if a suitable word or meaning is given in both halves of dictionary. [11]

Learning vocabulary through incidental, intentional, and independent approaches technique teacher to plan a wide variety of activities and exercises. The amount of emphasis that teachers and programs decide to place on any given activity will depend on the learners level and the educational gouls of the teacher and the

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[11] ibid A course In *Language Teaching Practice and theory*: p 23

program. In general, it makes most sense to emphasize the direct teaching of vocabulary for learners who still need to learn. The first 3.000 most common word. As learners vocabulary expands in size and depth, extensive reading and independent strategies may be increasingly emphasized. Extensive reading and listening, translation, fluency activities guessing from context, and using dictionaries all have a role to play systematically developing the learners vocabulary knowledge.[12]

4. Types of vocabulary

a. Reading vocabulary

Vocabulary refers to the words we must know to communicate effectively. In general vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print. Vocabulary plays an important to reading comprehension. Beginning readers have a more difficult time reading words that are not part of their oral vocabulary.

b. Listening vocabulary

Listening vocabulary refers to the words a person knows (can understand) when they hear them in spoken English. As they begin to develop literacy expertice, most adults will build a listening vocabulary. That is they will understand the meanings of a range of words and short pharases when they hear them. This starting point will apply mainly but not exclusively to learners who have not already gained

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[12] Jack C Richards.Willy A Renandya *Methodology In Language Teaching* 2010 : p 264

some fluency in English. It may also be applicable to other learners with a limited listening vocabulary. Listening vocabulary provides the foundation for developing phonological awareness and building reading and writing skill.

c. Speaking vocabulary

Most of us find it difficult to find the righ word in a foreign language when we are trying to speak or write even though we know the word when we see in written down. The aim of this leaflet is to introduce you to material that you may find useful you want to make your vocabulary more active, and to sugges learning techniques that learning you may like to try.

If you want to improve your vocabulary for speaking it is useful to listen to compersation as much as possible, similarly to improve your vocabulary for writing, it is to useful to read as widely as possible.

5. Function of vocabulary

Vocabulary plays any important role in initiating and reinforcing many conceptual problems, students often confuse the meaning of words that have both a common meaning and a more technical or scientific one. For example, in elementary students ideas about fossil fuels, found that elementary students confused cooking oil with motor oil and petroleun, and mixed the meanings of gas for vehicles and natural gas.

Fulthermore, a large vocabulary bank for reasoning about and communicating science experiences is important. The reason students copy

encyclopedia entries for reports instead of writing ideas is that they lack the vocabulary and experience to understand and reword they read.

Vacabulary is also important in reading comprehension of science books, which often contain more terminology than texts for learning a foreign language.

However many theories about vocabulary learning proccess were written, it for successfull teaching, which are valid for any method

According to Wallance 1988 the principles are :

a. Aim, what is to be taught,wich word

b. Need, target vocabulary should respond student, real need and interest

c. Meaningful presentation.

Learning vocabulary is a complex process. The students aim to be reached in learning vocabulary proccess is primarily their ability to recall the word at will and to recognize it is spoken and written form[13]

6. Function of word

Of course, component speakers of the language also know their lexis of vocabulary of language although that knowledge will most depending for example, or their education and occupation, they know what words mean and they know the subtleties of some of those meaning, competent speakers of a language also know to

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[13] Christmas, dkk *Teaching Method and Management* http: as about.com /learning-techniques/a/word/analogies.htm (accessed on June 25, 2013)

change words how to make possible how to make interesting, ''interested'' and so on. Competent speakers of a language also best friend that they were thin, slim, skin, or emaciated.[14]

They important function of words articles, auxiliary verbs. Conjunction, preposition, pronouns, noun determines, substitute nouns, and other specialized expression. They also include numerals, days of the week, and month of year, many of the words can be used in more than one way.[15]

Bilingual dictionaries have been found to result in vocabulary learning, showed that compared to incidental learning, repeated exposure to words combined with marginal glosses or bilingual dictionary use words to increased learning for advanced learners. Bilingual dictionary may be much more likely to help lower – proficiency leaner in reading comprehension because their lack of vocabulary can be a significance factor in their inability to read. Finally training in the use of dictionaries is essential, unfortunately in most classrooms, very little time is provided for training in dictionary use in addition to learning the symbols and what information a dictionary can and cannot often, learners may need extra practice for words with many entries. Furthermore learners need to be taught to use all the information in an entry before making conclusions about the meaning of a word. The learners attention should also be directed to word the value of good, sentence example which provide collocational, grammatical and pragmatic information about

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[14] Ibid. *The Practice of English Language Teaching* p 225

[15] Collier. *The Key English Vocabulary* . London Mac Millan Company 1993

words. Finally, teachers should emphasize the importance, of checking a words original context carefully and emparing this to the entry chosen, because context determines which sense of a word is being used.

7. Improve Vocabulary Skills

a. Read, most vocabulary words are learned from context. The more words you are exposed to, the better vocabulary you will have. While you read, pay close attention to words you dont know. Firs, try to figure out their meaning from context. Then look the words up. Read and listen to challenging materithal so that you will be exposed to many new words.

b. Improve your context skills. Research showh that the vast majority of words are learned from context. Doing a search on a word using dejanews.com (for searching newgroups) will give you many examples of how that words is used in context. Play our daily context vocabulary quiz.

c. Practice. Learning a word won't help very much if you promptly forget it research shows that it takes from 10 to 20 repetitions to really make a word part of your focabulary. It helps to write the word-both the definition and a sentence you make up using the word-perhaps on a index card that can later be reviewed. as soon as you learn a new word star using it. Review your index cards poeriodically to see if you have forgotten any of your new words. Also do a search on a word using

dejanews.com (for searching newsgroups) to get many example if how the word is actually used.

d. Get in the habit of looking up words you don't know. If you have a dictionary program on your computer, keep it open and handy. American online and other internet services have dictionaries and thesauruses on their tool bars. Find them and look up any word you are not absolutely sure of. Use a thesaurus when you write to find the word that fits best.

e. Play with words. Play scrabble,boggle, and crossword puzzles. These and other word games are available for the computer, so you are not dependent on a partner to play. Also, try out the franklin electronic dictionary that features builtin word games.

f. Use vocabulay lists for the serious vocabulary student, the are many books that focus on the words most commonly found in standadized tests, such as the SAT and Gre there are also many interesting word sites on the internet, many of which will send you a word a day by email.

g. Take vocabulary tests, playing games, such as the one on this site, that test your knowledge will help you learn new words and also let you know how much progress you are making.

h. Put the words into different groups (you could use a graphich organizer).[16]

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[16] Jill Crell Grell *Teaching Vocabulary* hhtp//sheepardstwere.com.vocabulary.htm (accesed on june 27, 2013)

Based on the explanation above the researcher concludes that word analogies can to improve the students English vocabulary skill because word analogies use the treatments is effective to improve the vocabulary.

8. Vocabulary Learning Process

Student's achievement in understanding and classifyng the vocabulary learned should be continually improve d. The vocabulary learning process will improve the learners'mastery on words. This process should preceded the application of the vocabulary use both inside and outside the class room. So the vocabulary that has been mastered by students is able to understood,generalized and implicated in a well communication.

Then the result of study in the part of teaching and learning process will be related to cognitive or effective process, concerning to this, improving the vocabulary is one of technical learning process. Ngalim in Asmur elaborates that "Learning is the process that add manner, and someone knowledge"[17]

Based on the statement above the aspects in improving the vocabulary through the use of word analogies have to pass some stages to understand the application analysis,ability to evaluate in improving the vocabulary.

The first phase of a lesson is one of modeling. The instructor issue commands to a few students, and them performs the action of them. In the second

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[17] Asmur. *Achievement on vocabulary of the second years of SLTP Negeri 3 Anggareja Enrekang*, Thesis SI STAIN Palopo.2010 p. 28.

phase, the some students demonstrate that they can understand to command by performing them alone.

The teacher next combines elements of the commonds to have students develop flexibility in understanding unfamiliar utterances these commands. Whic eh students perform are often humorous.

To get more understanding in teaching or learning process, the researcher will be given about improving the vocabulary trought the word list in a class :

a. The teacher give commands in the target language and performs it with the students.

b. The teacher give the commands quite quickly

c. The teacher sits down and issue commands to the volunteers

d. The teacher direct student other that the students can learn through observing action as well as by perporming the action them selves

e. The teacher introduces new command after she is satisfied that the firs six have been mastered

f. The teacher changes the order if the commands

g. When the students make an error, the teacher repeats the commands the while action in out

h. The teacher gives the students commands they have not heard before

i. The teacher says " jump to the desk" everyone laugh (language learning is more effective when it is fun)

j. The teacher writes the new commands on the white board

k. A few weeks later, a student who has not spoken before gives commands

l. A student says"shake hand witteachh your neighbor (teacher should be tolerant if students make error them, they first begin speaking.[18]

Those are some steps in vocabulary learning process that present by Larsen by using word list in teaching vocabulary process.

9. Problem in Teaching Vocabulary

Certainly that if someone wants to communicate with another person in English, he has to have enough vocabulary, because it is basic element of any language. One who knows enough vocabulary is more likely to converse with anybody else better than one who has few vocabularies.

Some factors that make some words difficult for the students:

a. Pronunciation: research shows that words are difficult to pronounce are more difficult to learn. For example: Gorgeous, Lecturer, etc.

b. Spelling is sound and spelling mismatches will be cause of errors in pronunciation or in spelling, and can contribute to a words difficulty. For example: muscle, headache, etc.

c. Length and complexity: long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.

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[18] Dian Larsen and Freeman, *Techniques and prinples in Language Teaching* New York,1986 Thesis SI STAIN Palopo. 2010.

d. Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as *since* and *still*, can also be difficulties for learners.

e. Range: connotation and idiomatic, words that can be used in wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. For example: *thin* is more used than skinny, slim and slander. The connotation of some words may cause problem too. For example: propaganda has negative connotation in English, but it is equivalent may simply mean publicity.[19]

Some people maybe say that vocabulary is easier than grammar or any lesson, but as a matter of fact the lack of vocabulary is the biggest problem when people communicate in English.

B. Theory of Analogy

According to Aristoteles that theories of analogy were a response to problems in three areas : logic, theology, and methapysic. Is logicans were concerned with the use of word having more than one sense, whether comletely different orrelated in some way. Theologians were concerned with language about God. Analogical terms were thought to be particularly useful in methapysics. The analogy of being different realisties of subtance and accidents, and vertically into the very different realisties of God creatures. Nonetheless, the phrase medievel theories of

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[19] Scott Thornby, *How To Teach Vocabulary*, Cambridge: University Press,2000, p.27

analogy, refers not to ontology but to a set of linguistic and logical doctrines supplemented, at least from the fourteenth century on by doctrines about the nature of human concepts[20]

C. *Definition of Word Analogies*

A form of reasoning in wich similarity between two and more things is inferred from a known similarity between them in other respects. Imitation of existing models or regular patterns in the formation of words.

a. Analogies

1. A comparison between two things, typically on the basis of their structure and for the basis of their stucture and for the purpose of explanation or clarification[21].

2. A corespondence or partial similarity.

Word Analogies is comparison of one thing with another that has similar features.[22]

1. Teaching Vocabulary Using Analogy

Analogy is one of the ways to teach vocabulary in Junior High School. By using analogy, teachers can help students developing their higher-level thinking

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[20] Plato, *Medieva Theories of Analogy* http//Plato//standar education //entries//analogy (Accessed on june 24,2013)

[21] Treagust, dkk, I.. Science teachers' use of analogies: Observations from classroom practice. International Journal of Science Education,1992. 14, 413-422.

[22] Victoria Bull, Oxford learner's Pockect Dictionary Fourth Edition 2011 p. 14

and language skill. Analogy,or the likening of one thing to another based upon similarity, is often given on standardized tests. English teachers can also use them to help students learning to connect ideas and use vocabulary words. This paper has two objective. They are to describe how to teach English vocabulary using Analogy to Junior High School students and to find out the advantages and disadvantages of teaching vocabulary using analogy.

The result shows that way to teach vocabulary using analogy through cooperative learning is devided by three activities. They are pre teaching, whilst teaching and post teaching. In free teaching, the teacher takes several minutes to govern the students seat on the chairs that have been rearranged before. After check their readiness to star the lesson in going to do, the second the teacher explains the material about vocabulary using anology. The next step is to determine the relationship between the first two words in the analogy. Based on that relationship, students can choose the answerfor the second half of the analogy. In post teaching , the teacher gives a test to each group to check to their understanding about the vocabularies gained from the activity. The teacher asks each group to answer the question.

There are several advantages. They are it makes the vocabulary learning more enjoyable and interesting, it makes the students to be enthusiasm in learning process and makes the class more active and alive, it can anttract the students curiosity in learning new vocabulary and also it can make them easier to learn new words, students can get the chance to show their ability. They are motivating and

draw learner's attention, the provide a sense of the context of the language and give a spesific referens point or stimulus, analogy is intersting for the students, so it can support the students to learn vocabulary, and finally the teacher can get relaxed situation in teaching process, and also the students can do their tasks in relax and enjoyable situation.

2. Vocabulary Using Analogies

Using word analogies is a useful way of building vocabulary. Word analogies can be created using many different categories. Here is a simple example of word analogy:

Hot is to cold as up is to down OR hot ->hot cold up ->down

This is an example of a word analogy using antonyms. Here are a number of word analogies in a wide variety of categories.

Word Analogies : Antonyms or Opposites

A word having a meaning opposite to that of another word

Black -> white / happy-> sad

Laugh -> cry / rich-> poor

Crazy -> sane / Large-> small

Word Analogies : Relationships Between Numbers

One -> three / two -> four

Six -> thirty-six / sevent -> nine

Word Analogies : Sequences

Breakfast -> lunch / morning -> afternoon

Mon / day -> Tuesday / AM -> PM

Work -> earn / plant -> harvest

Leave -> arrive / get up -> go to sleep

Word Analogies : Objects and Their Uses (noun -> verb)

Sugar -> sweeten / ball -> throw

Button -> push / letter -> mail

Word Analogies : Cause and Effect (adjective -> verb)

Thirsty -> drink / tired -> sleep

Dirty -> wash / funny -> laugh

Curious -> ask / sad -> cry.[23]

3. The Advantages of Word Analogies

The advantages of word analogies are:

a. develops understanding of the nature of various kinds of relationships

b. helps students identify and analyze relationships

c. develops and refines students' understanding of the specific vocabulary

and concepts that are used in analogies

d. develops critical thinking abilities in students

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[23] Kennet Beare, *Use of the word analogies*. http.// els. About com/od learning teachniques a word analogies..html (accessed on June 23, 2013)

During the lesson students build their vocabulary by using analogies to help them learn the meanings of grade – appropriate words. Students will create analogies to build their skills for learning new words.

4. Guided practice

Explain to students that you are going to give them five different analogies to solve. Tell them that each analogy will contain an underlined word for which they have to find the definition. Have students first determine the relationship is, and then ask them to choose the definition that matches the meaning of the underlined word from the list of choices.

Write the following analogies on the chalkboard (note that the aswer is in bold, and the type of analogy relationship is in parentheses)

1. .... : <u>black</u> (antonym)

   a. red

   b. green

   c. **white**

Students understanding by assessing their work on these five analogies. Challenge students further by giving them an analogy vocabulary with diffcult word. Have them determine the relationship between the words in the analogies.

For further, have students use the words they have learned to create their own analogies.[24]

C. Conceptual Framework.

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┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│                 │      │                 │      │    Students     │
│ Vocabulary Test │ ───> │   Using word    │ ───> │   Achievement   │
│                 │      │    Analogies    │      │   in learning   │
│                 │      │                 │      │   vocabulary    │
└─────────────────┘      └─────────────────┘      └─────────────────┘
```
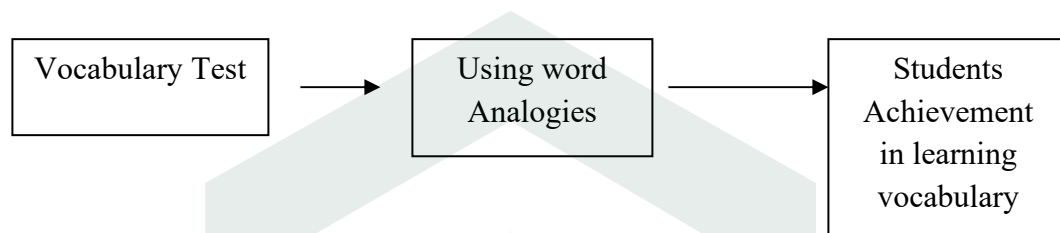
Based on the theoretical description and result of the relevant study, the reseacher arrives at theoretical of this study. Before teaching or giving treatment the researcher gives pre-test which consist of 20 question about the materials that had been choose before, with intended to know how the students' vocabulary ability. After doing pre-test and knowing the students' vocabulary the next step is teach it. Teaching english refers to the process of treatment. The students will be given vocabulary related to the materials by using word analogies. And the last after process of treatment the researcher gives post-test which consist of 10 question about the materials. By giving vocabulary test the researcher can get known the students achievement in learning vocabulary.

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[24] Christmas,Hanukkah end Kwanzaa *Teaching Method and Management* http: as about.com /learning-techniques/a/word/analogies.htm (accessed on June 25, 2013)

D. Hypothesis

Based on the researcher's explanation above, in teaching vocabulary, the teacher needs an appropriate technique, and then the researcher formulates the hypothesis. The researcher's hypothesis is as follows: "There is a significant difference in student's vocabulary ability between the students taught using word analogies and those taught without using word analogies before and after the treatment of seventh grade of MTs Batusitanduk in 2012/2013 academic year".

The hypothesis of this research as follows :

1. Null hypothesis: word Analogies is not effective to improve the vocabulary at the Seventh year Student's of MTs Batusitanduk.

2. Alternative hypothesis: word Analogies is effective to improve the vocabulary at the Seventh year Student's of MTs Batusitanduk.

If $t_o < t_t$ = reject null hypothesis

If $t_o > t_t$ = receive t null hypothesis

CHAPTER III

METHOD OF RESEARCH

A. Methodology and Design

This paper conducts an pre experimental method, some views on the definition of the experimental method state of follow :

a. experimental research is observasion artificial condition. Experimental research is to conduct research to manipulate objects of research as well .

b. The experiment research is oriented to observe possibility of causal – effect by giving treatment to on or more experimental groups, within it on more condition of treatment trying to compare the result of the samples.

c. The method that used in this research is descriptive quantitative method, where it uses a filed as an object observation describing a situation in the present time.

In gathering data the researcher used experimental design. Based on this design, the researcher employed one sample of group. The experimental group was given technique word analogies. The desigh that proposed.[25]

Experiment T1 X T2

T1 = Pretest of experimental

T2 = Posttest of experimental

X   = Treatment

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[25] Subana dan Sudrajat *Statistik Pendidikan* Cet. 1 Bandung: CV Pustaka Setia 2005 p : 102

B. *Variable of the Research*

There are two categories of variable in this research. The variables are :

a. The dependent variable is the students improving vocabulary skill.

b. The Independent variable is the implementation of teaching vocabulary through word analogies.

C. *Population and Sample*

a. Population

The population of this research were 142 students of the first grade students of MTS Batusitanduk in the 2012/2013 academic year.

Population was the whole of research subject, where as sample was a part of population.[26]

In this case,the researcher was choose the first grade of the first years MTS Batusitanduk.

 b. Sample

The sample was taken by using purposive sampling technique. Since the research has purpose to improving students ability through word analogies to lower level. In this case the research was took class VII C there are 20 students as a sample. The research choose this class because in this class has ability that very less in vocabulary. Beside the students also feel boring toward method and technique that trough from their teachers.

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[26] Suharsimi Arikunto :*Prosedur Penelitian,* Jakarta : PT. Rineka Cipta.1996, p 115

D. Instrument of the research

The researcher used vocabulary test namely objective test, the researcher was given pre – test and post – test.

a.   The pre-test

   The pre-test was intended to find out the vocabulary command before treatment.

b.   The post- test.

   The post- test was done after treatment has conducted the form of post –test as the same as the pre- test, then the researcher gave vocabulary test to know how far distinction of developing students in vocabulary. The test consisted of to fix items namely, antonym or opposites and total of items were 20 and each item is worth 1.

c.   Questionnaire

   The questionnaire consist of 10 items, the items are to see the students interest. The questionare it means to finding out whether the students are interested in learning vocabulary through word analogies or not.

E. Procedure of Collection Data

   The procedure of collecting data in this researcher, the researcher followed some steeps below :

   1.   The researcher was distributed pre-test to experimental class. The pre-test was applied to know the students knowledge of vocabulary.

   2.   The researcher was conducted treatments: it was done for five meetings the steps are as follow :

a. The first treatment the researcher explain what is word analogies and explains clearly the learning material.

b. The second treatmen the researcher involves students to construct, seek, find out, and be active during learning process.

a. The third treatmen The researches divides into several groups, then explain clearly the learning material about vocabulary by applying word analogies technique.

c. The fourt treatment the researcher gave feedback to students such as he help and correct the students exploration about vocabulary material that has been studied.

d. The fifth treatment the researches with students make conclusion about the learning material that has been studied.

3. After gave treatment the researcher distributed pos-test to the experimental class it was take 90 minite to the test.

F. Technique of Data Analysis

The data analysis technique involved some steps that were elaborated as follow :

a. Scoring the students' correct answer by following the formula :

$$\text{score} = \frac{students\ correct\ answer}{total\ number}\ x\ 100$$

b. Classifying the students' score by using percentage as crited below ;

$$P = \frac{F}{N}\ x\ 100$$

In which: P : Percentage

F : The comulative frequency of subjects

N : Total number of subject

To understand the level of the student score the following classification was use :

    a.   Excellent   = 95 - 100 is classified as excellent

    b.   Very Good   = 86 - 95 is classified as very good

    c.   Good   = 76 - 85 is classified as good

    d.   Fairly Good   = 66 - 75 is classified as fairly good

    e.   Fairly   = 56 – 65 is classified as fairly

    f.   Fairly Poor   = 36 – 55 is classified as fairly poor

    g.   Poor   = 0 - 35 is classified as poor[27]

c. Looking for D (Difference) between score variable I (x) pre test and score variable II (y) post test

$$D = X-Y$$

d. Looking for mean from difference, by using the following formula

$$MD = \frac{\Sigma D}{N} \quad (N = \text{ Total Number of S ample })$$

e. Looking for standard deviation from difference (SD_D)

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \frac{(\Sigma D)^2}{N}}$$

f. Looking for error standard for mean of difference, by using the formula:

$$SE_{MD} = \frac{SD}{\sqrt{N-1}}$$

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[27] Dr. Oemar hamalik, *Tekhnik Pengukuran dan Evakuasi Pendidikan* (Bandung:Mandar maju, 1989),p.122.

NOTATION:

D   = difference

X   = pre test

Y   = post test

MD   = mean difference

N   = total sampling

SDD   = standard deviation from difference

$\sum$D   = total difference

SEMD = error standard from mean difference

To   = observation test

tt   = t table

g. To find out the result of test significance

$$t = \frac{Md}{\sqrt{\dfrac{\sum x^2 \, d}{N\,(N-1)}}}$$

Where:

t   = Test Significances

Md = Mean Differences

If $t_o < t_t$ = reject null hypothesis

If $t_o > t_t$ = receive t null hypothesis

Where :

t_0 = Test of significance (t-test)

t_t = Level of significance on one tailed test (t- table)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

1. Test Analysis

In the previous description it has been explained that the data analysis researcher, the resercher used quantitative analysis by analyzing the data in numeral form. These data describe students vocabulary improvement through word analogies at MTS Batusitanduk.

The researcher made raw score of students sample. The data analyzed and performed in the following table.

Table 4.1

The score of students vocabulary in pre – test

No	Respondent	Correct answer	Score
1	R1	3	15
2	R2	3	15
3	R3	5	25
4	R4	2	10
5	R5	6	30
6	R6	5	25
7	R7	7	35

8	R8	3	15
9	R9	4	20
10	R10	2	10
11	R11	4	20
12	R12	7	35
13	R13	5	25
14	R14	8	40
15	R15	4	20
16	R16	9	45
17	R17	5	25
18	R18	4	20
19	R19	1	5
20	R20	7	35

On the table 4.1 shows that there was one student got score 45,40, and 30. There were 2 students got score 10. There were 2 students got score 5. There were 3 students got score 35. There were 3 students got score 25. There were 3 students got score 15. There were 4 students got score 20. It means most of students still low about vocabulary, in the next meeting the researcher move explanation about vocabulary by using word analogies.

Table 4.2

Classification of the score students vocabulary in pre - test

Classification	Score	Frequency	Percentage
Excellent	95 - 100	-	-
Very Good	86 – 95	-	-
Good	76 – 85	-	-
Fairly Good	66 – 75	-	-
Fairly	56 – 65	-	-
Fairly Poor	36 – 55	2	10%
Poor	0 - 35	18	90%
TOTAL		**20**	**100 %**

The table above shows that in answering vocabulary test through word analogies in pre-test there were 2 (10%) students got fairly poor and 18 (90%) students got poor category. In this table, most of the respondents got poor classification, it means the score of students in vocabulary still low.

Table 4.3

The score of students vocabulary in post – test

No	Respondent	Correct answer	Score
1	R1	8	40
2	R2	10	50
3	R3	15	75
4	R4	8	40
5	R5	13	65
6	R6	14	70
7	R7	15	75
8	R8	10	50
9	R9	10	50
10	R10	10	50
11	R11	12	60
12	R12	16	80
13	R13	14	70
14	R14	18	90
15	R15	12	60
16	R16	20	100
17	R17	15	75
18	R18	15	75

19	R19	7	35
20	R20	15	75

Based on table shows that there was one student got score 100, 90, 80, 65 and 35. There were 5 students got score 75 . There were 2 students got score 70. There were 2 students got score 60. There were 4 students got score 50 and there were 2 students got score 40.

Table 4.4

Classification of the score students vocabulary in post - test

Classification	score	Frequency	Percentage
Excellent	95 - 100	1	5%
Very Good	86 – 95	1	5%
Good	76 – 85	1	5%
Fairly Good	66 – 75	7	35%
Fairly	56 – 65	3	15%
Fairly Poor	36 – 55	6	30%
Poor	0 - 35	1	5%
TOTAL		**20**	**100%**

The table shows that answering vocabulary test trough word analogies in pos-test there was 1 (5%) student got excellent category, there was 1 (5%) student got very good category, there was 1 (5%) student got good category, there were 7 (35%) students got fairly good category, there were 3 (15%) students got fairly category, there were 6 (30%) students got fairly poor category and there was 1 (5%) student got poor category.

It means that, there was improvement after giving treatment to the students, so the students' vocabulary can be improved by using word analogies.

Table 4.5

The result of vocabulary test by using word analogies before (pre-test) and after (post-test) conducting treatment

No	Respondent	The result of vocabulary test		D	D^2
		Pre test	Post test	(x-y)	$(x-y)^2$
1	R1	15	40	25	625
2	R2	15	50	35	1225
3	R3	25	75	50	2500
4	R4	10	40	30	900
5	R5	30	65	35	1225
6	R6	25	70	45	2025
7	R7	35	75	40	1600

8	R8	15	50	35	1225
9	R9	20	50	30	900
10	R10	10	50	40	1600
11	R11	20	60	40	1600
12	R12	35	80	45	2025
13	R13	25	70	45	2025
14	R14	40	90	50	2500
15	R15	20	60	40	1600
16	R16	45	100	55	3025
17	R17	25	75	50	2500
18	R18	20	75	55	3025
19	R19	5	35	30	900
20	R20	35	75	40	1600
N =20		$\sum X1= 470$	$\sum X2=1285$	$\sum D= 815$	$\sum D^2= 34625$
		$\overline{X}1= 23.5$	$\overline{X}2= 64.25$		

From table the researcher got $\sum D= -815$ and $\sum D^2= 34625$ and from this data, the researcher present the result of mean score (X1) in pre-test and post-test (X2), the difference means between pre-test and post-test (MD), standard deviation (SD$_D$) and standard score mean (SE$_{MD}$).as follow :

1. Looking for mean score of pre-test.

$$X1 = \frac{\sum X1}{N}$$

$$= \frac{470}{20}$$

$$= 23.5$$

1. Looking for mean score of post test

$$X2 = \frac{\sum X2}{N}$$

$$= \frac{1285}{20}$$

$$= 64.25$$

2. Looking for mean of difference (MD)

$$MD = \frac{\sum D}{N} = \frac{815}{20} = 40.75$$

3. Looking for standard deviation (SD$_D$)

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}} = SD_D = \sqrt{\frac{34625}{N} - \frac{(815)^2}{N}}$$

$$= \sqrt{1731.25 - (815)^2}$$

$$= \sqrt{1731.25 - 1660.56}$$

$$= \sqrt{70.68}$$

$$= 8.40$$

4. Looking for standard error mean (SE)

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} = \frac{8,40}{\sqrt{20-1}}$$

$$= \frac{8{,}40}{\sqrt{20-1}}$$

$$= \frac{8{,}40}{\sqrt{19}}$$

$$= \frac{8{,}40}{4.3589}$$

$$= 1{,}927$$

5. Looking for t count (to) by using the following formula:

T- test $t = \dfrac{MD}{SE_{MD}}$

$$= \frac{40{,}75}{1{,}927}$$

$$= 21{,}146$$

T -table

Level of significance (α)   = 0,05 or 5 %

Degree of freedom (df)   = n – 1

df or db = N – 1

= 20 – 1

= 19

$T_{test} = 21.146$

$t_{tabel} = t\left(1\ \frac{1}{2}\alpha\right)(db)$

$$= t\left(1\ \frac{1}{2}\ 0,05\right)(19)$$

$$= t\ (\ 1 - 0,025)\ (19)$$

$$= t\ (0,975)\ (19)$$

$$= 2.861\ (\ \text{find out in "t" table})$$

$T_{table} > t_{test} = $ reject null hypothesis

$T_{test} < t_{table} = $ receive null hypotesis

As the show that $t_{test} = 21.146 > t_{table}$ 2.861 threfore the researcher concludes that the null hypothesis was rejected and while alternative hypothesis was receives. It means the use of word analogies in teaching vocabulary at the first year of MTS Batusitanduk was effective.

2. Questionnares Analysis

The questionnares ralated to Words analogies in improving students vocabulary showet at the following table:

Table. 1

Students self confidence

Statement	Item of choice	Frequency	Persentage
I am very confidence when study vocabulary through word analogies technique	Strongly agree	19	95%
	Agree	1	5%
	Disagree	-	-
	Strongly disagree	-	-
	Total	20	100%

Based on the table of indicates that, there were 19 students (95%) chose strongly agree, there were 5 students (5%) chose agree, and none of students choce disagree and strongly disagree. It means that by using through word analogies technique can make students confidence when they study English especially vocabulary.

Table. 2

Students impression of using word analogies in teaching vocabulary

Statement	Item of choice	Frequency	Persentage
I like study about	Strongly agree	-	-
vocabulary through	Agree	20	100%
word analogies	Disagree	-	-
technique	Strongly disagree	-	-
	Total	20	100%

Based on the table of indicates that, there were 20 students (100%) chose agree, and none of students choce strongly agree,disagree and strongly disagree. It means that the most of the students like study about vocabulary through word anaogies technique.

Table. 3

Students interest in learning vocabulary

Statement	Item of choice	Frequency	Persentage
I more interest	Strongly agree	4	20%
study vocabulary if	Agree	15	75%
through word	Disagree	1	5%
analogies	Strongly disagree	-	-

	Total	20	100%

Based on the table of indicates that, there were 4 students (20%) chose strongly agree, there were 15 students (75%) chose agree, there was 1 student (5%) chose disagree and none of students choce strongly disagree. It means that students interest in teaching vocabulary through word analogies technique.

Table. 4

Students involvement in learning vocabulary

Statement	Item of choice	Frequency	Persentage
I always active in study vocabulary through word analogies technique	Strongly agree	11	55%
	Agree	9	45%
	Disagree	-	-
	Strongly disagree	-	-
	Total	20	100%

Based on the table of indicates that, there were 11 students (55%) chose strongly agree, there were 9 students (45%) chose agree and none of students choce disagree and strongly disagree. It means that by using analogy through word analogies technique can make students more active in learning vocabulary.

Table. 5

Students understanding in learning vocabulary

Statement	Item of choice	Frequency	Persentage
I understand quickly about vocabulary if the teacher taught by using analogies technique	Strongly agree	7	35%
	Agree	4	20%
	Disagree	9	45%
	Strongly disagree	-	-
	Total	20	100%

Based on the table of indicates that, there were 7 students (35%) chose strongly agree, there were 4 students (20%) chose agree, there were students 9 (45%) chose disagree and none of students choce strongly disagree. It means that students understand quick about vocabulary if the teacher teach through word analogies.

Table. 6

The material that has been given based on your level

Statement	Item of choice	Frequency	Persentage
The teacher gave us the material based on curriculum and our grade.	Strongly agree	1	5%
	Agree	18	90%
	Disagree	1	5%
	Strongly disagree	-	-
	Total	20	100%

Based on the table of indicates that, there was 1 student (5%) chose strongly agree, there were 18 students (90%) chose agree, there was student 1 (5%) chose disagree and none of students choce strongly disagree. It means that most students agree if the material relevant with their self bacause in this case the material based on curiculum and their grade.

Table. 7

Students motivation in using word analogies technique in teaching vocabulary

Statement	Item of choice	Frequency	Persentage
I able to communicate idea well, when study vocabulary through word analogies.	Strongly agree	10	50%
	Agree	8	40%
	Disagree	2	10%
	Strongly disagree	-	-
	Total	20	100%

Based on the table of indicates that, there were 10 students (50%) chose strongly agree, there were 8 students (40%) chose agree, there were students 2 (10%) chose disagree and none of students choce strongly disagree. It means that the most of students able to communicate their ideas in teaching vocabulary through word analogies technique .

Table. 8

The superiority of word analogies technique

Statement	Item of choice	Frequency	Persentage
I can memorizing vocabulary if learn by using analogies technique	Strongly agree	6	30%
	Agree	9	45%
	Disagree	5	25%
	Strongly disagree	-	-
	Total	20	100%

Based on the table of indicates that, there were 6 students (30%) chose strongly agree, there were 9 students (45%) chose agree, there were students 5 (25%) chose disagree and none of students choce strongly disagree. It means that word analogies technique made students easy in memorizing of vocabulary.

IAIN PALOPO

Table. 9

Students ability in accepting vocabulary

Statemnt	Item of choice	Frequency	Persentage
I able to do English assignment especially vocabulary through word analogies	Strongly agree	6	30%
	Agree	14	70%
	Disagree	-	-
	Strongly disagree	-	-
	Total	20	100%

The sample table of indicates that, there were 6 students (30%) chose strongly agree, there were 14 students (70%) and none of students choce disagree and strongly disagree. It means that the most of the students able to do English assignment is given by teacher by using word analogies.

Table. 10

After following this technique your ability in memorizing vocabulary increase

Statement	Item of choice	Frequency	Persentage
Using this technique is very good for us because can improving our vocabulary.	Strongly agree	9	45%
	Agree	6	30%
	Disagree	4	20%
	Strongly disagree	1	5%
	Total	20	100%

The sample table of indicates that, there were 9 students (45%) chose strongly agree, there were 6 students (30%) chose agree, there were students 4 (20%) there was student 1 (5%) chose disagree and none of students choce strongly disagree.

Based on the questionnares show that most of the students had positive response in learning vocabulary by applying word analogies. It means that in teaching vocabulary the students more interest learning vocabulary by using word analogies.

B. Discussion

The researcher finding indicated that the students' achievement in vocabulary by using word analogies in showed the improvement of the students'vocabulary skill. From this improvement showed the process from the pre-test and post-test. The process covered about their achievement from low to high mean score. In the pre-test the teacher gave less explanation about word analogies, students seemed like confused.

But in post-test the students really enjoyed the technique because the teacher gave explanation intensively when teaching and learning process.The process that could be explained from pre-test to post-test. At the beginning of the implementation of the pre-test has not been suitable with the planning yet. This matter was caused some of students still passive in learning process. The students still confused did not know how to extend their knowledge using word analogies at the end after researcher gave treament could be concluded some students very active in learning process.

Looking at the findings, the researcher presented the discussion of data some of students. The section presents the result of data analysis. It aims describing the improvement of students vocabulary through word analogies.

Using word analogies to improve the students vocabulary as which Kennet Beare state that word analogies teachers can help students developing their higher level thinking and language skill. Analogy, or the likeling of one things to another

based upon similarity, is often given on standardized test. The English teacher can also use them to help students learning to coonect ideas and use vocabulary word.[28] Between pre – test and post – test. In the pre – test result of the test shows that the level of students vocabulary has not improved. There were still some significant weaknesses in the pre – test. Sunch as :

a. Most of the students still have problem with definition of statement as clues on word analogies. It can saw from some students that leave item or empty, and some others choose to see the answer from their friend. In pre –test the researcher gave word analogies about antonym : choose the following antonym words : *absent is opposite of :   a. Quick   b. present   c. Lower   d. Below*

b. Evaluation on students vocabulary showed that students mastery on vocabulary were mostly in low score. The mains score was only 23,5. The resul from data analysis it was found that the students were not active and motivated teaching and learning process. It means that the level of students interactive learning vocabulary through word analogies still lack.

In this research, explained how to solve of word analogies to improve their vocabulary, the researcher would more explain about the material, the researcher would give guidence to the students to understand how to learn vocabulary word analogies.

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[28] Kennet Beare, Teaching of Vocabulary Using Word Analogies. http//els about word analogies.Html (accesed on June 23,2013)

After they were taught five times using word analogies technique, the students achievement increase with main score 64, 25 at post – test. It mean that the total score between the result of pre-test and post-test are significantly different. It is different proved by calculating the different of both test by using test analysis were the value 21,146, is greater than t-table value 2,861 (21,146 > 2,861) for (@) = 0,05 level of significance. It mean that there is significance difference between the result of pre-test and post-test

The table pre-test show that in answering vocabulary test trough word analogies there were 2 (10%) students fairly poor category. There were 18 (90%) students poor category.

The table post-test show that in answering vocabulary test trough word analogies there were 1(5%) students excellen category. There were 1(5%) students very good category. There were 1(5%) students good category. There were 7(35%) students fairly good category. There were 3(15%) students fairly category. There were 6(30%) students fairly poor category. There were 1(5%) students poor category. It shows significance increase after applying word analogies technique.

To know further about students perception toward the researcher had given a way the questionnaire. Actually most of students were strongly agree that they are happy to study base on the table, from 20 respondents most of students were agree that they must memorize vocabulary based on the table from 20 respondents, most of students were agree that their vocabulary are improved based on the table, from 20

respondents, most of students were stongly agree, that they are enjoy the material, and then from 20 respondents most of students were agree that the material is appropriate with their level, most of students were agree that they feel necessary to study vocabulary throgh this technique. And from 20 respondents, most of students were agree that their ability to memorize vocabulary become increasing.

This is indicating that applying word analogy gave positive contributes to english teacher to teach their students especially into back up the students' vocabulary. The researcher concludes that the teacher should accommodate. He/she should give full attention especially in vocabulary. In teaching vocabulary through word analogies is one of technique that the teacher uses it in teaching to make students enjoy and get more point from the material.
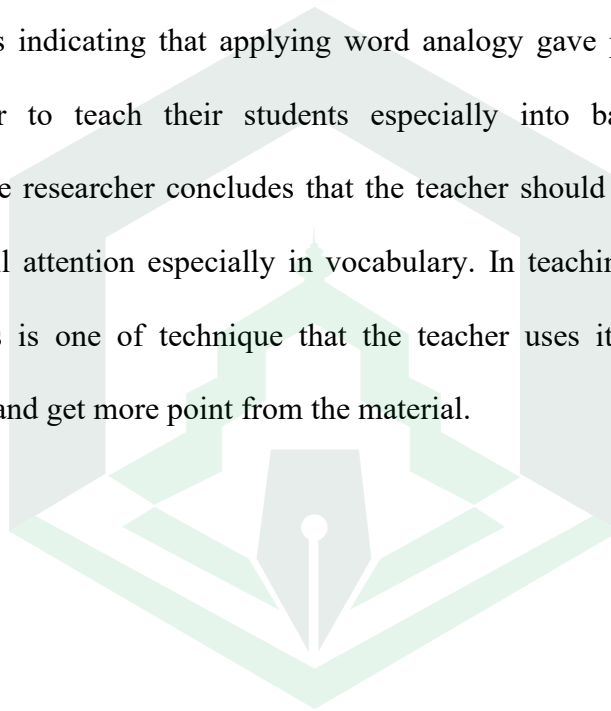
BAB V

CONCLUSION AND SUGGESTION

A. Conclusions

Having analyzed the data finding, analysis and the discussion in the previous chapter, the researched had come to the following conclusions:

1. Word analogies technique is effective to increase the students' ability in using vocabulary at the first year students of MTs Batusitanduk. It is proved by calculating the difference of both tests (pre –test and post-test), by using test analysis were the results of t-test value was 21,146 and t- table value was 2,861 or value of t- test > value of t-table 21,146 > 2,861. It means that there is significance difference between the students ability in using vocabulary at the first year students of MTs Batusitanduk before applying word analogies technique.

2. Having analyzed the result of the students' perception toward the technique applied by the researcher in this research, it was found that most of the students gave positive respond and interested in learning vocabulary through word analogies.

B. Suggestion

Based on the concideration which have been stated above, word analogies is recommended to be used as one alternative technique in teaching vocabulary. Therefore, some suggestions are stated as follows:

1. One of the effective technique in teaching vocabulary is word analogies . It is proved most of students agree and like if this method must be applied in teaching vocabulary. So the teacher should try to use it in vocabulary class.

2. Word Analogies can be used as a competition tool between the students in the class. Provide the students with challenge will keep their enthusiasm and make them motivated to completely finish the word analogies quickly because every student want to be the winner.

3. For the next the researcher who wants to do the research on the use of word analogies too, hope this research paper can be a reference to make them easier in doing their research. It is better to find more theories that support the use of word analogies in teaching vocabulary.

IAIN PALOPO

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APPENDIXES

Pre – Test

Derictions : Choose the following antonym words :

1. **ABSENT is opposite of :**

   a. quick   b. present

   b. lower   c. Below

2. **SMALL is opposite of :**

   a. big   c. Full

   b. young   d. Thin

3. **SHORT is opposite of :**

   a. cold   c. Long

   b. thick   d. Slow

4. **HIGH is opposite of :**

   a. dark   c. Hot

   b. low   d. Cold

5. **INSIDE is opposite of :**

   a. behind   c. In front of

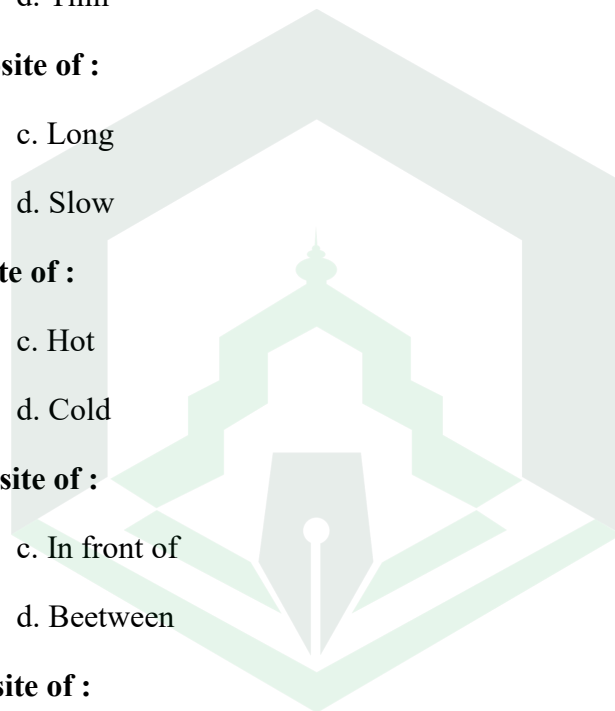   b. outside   d. Beetween

6. **DIRTY is opposite of :**

   a. clear   c. good

   b. clean   d. Ugly

7. **EXPENSIVE is opposite of :**

   a. better   c. after

   b. after   d. cheap

8. **SELL is opposite of :**

   a. buy   c. drink

   b. eat   d. Sleap

9. **YOUNG is opposite of :**

   a. mother   c. sister

   b. father   d. Old

10. **SMART is opposite of :**

   a. shy   c. bold

   b. strong   d. Stupid

11. **ALIVE is opposite of :**

   a. dead   c. polite

   b. dye   d. Honest

12. **WORK is opposite of :**

   a. sit   c. speak

   b. run   d. Rest

13. **BUSY is opposite of :**

   a. get up   c. idle

   b. go   d. Teach

14. **FULL is opposite of :**

   a. empty   c. dull

   b. top   d. Botton

15. **ADULT is opposite of :**

   a. child   c. nurse

   b. brother   d. Doctor

16. **WIFE is opposite of :**

   a. niece   c. uncle

   b. aunt   d. Husband

17. **BEGIN is opposite of :**

   a. bad   c. end

   b. hero   d. Beatiful

18. **BACK is opposite of :**

    a. front   b. above

    b. beside   c. Below

19. **BLACK is opposite of :**

    a. read   c. white

    b. yellow   d. Green

20. **ALL is opposite of :**

    a. accept   c. ally

    b. none   d. enemy

Angket Penelitian

Petunjuk   1. Bacalah dengan teliti petunjuk kerja sebelum menjawab pertanyaan

                2. Pada setiap pertanyaan disediakan 4 pilihan

                3. Anda diharuskan memilih salah satunya sesuai dengan keadaan anda

                4. Berikan tanda (x) pada kolom yang disediakan

Pilih :

        A Sangat setuju

        B Setuju

        C Tidak setuju

        D Sangat tidak setuju

        5. Terima kasih atas kesediaan anda mengerjakan angket ini dengan jujur

        6. Setelah angket ini anda isi kumpulkan kembali kepada peneliti

Questionaire

No	Pertanyaan	A	B	C	D
1	Saya sangat percaya diri ketika belajar vocabulary dengan teknik word analogies				
2	Saya sanagat senang belajar vocabulary melalui word analogies				
3	Saya lebih tertarik belajar vocabulary jika diajarkan dengan menggunakan teknik word analogies				
4	Saya selalau berpartisifasi aktif dalam belajar vocabulary dengan menggunakan teknik word analogies				
5	Saya dapat memahami dan mengingat materi pemebelajaran dengan mudah dengan menggunakan teknik word analogies				
6	Apakah materi ini tepat sesuai dengan tingkat kemapuan yang anda miliki				
7	Materi yang di berikan terlalu mudah untuk level anda				
8	Apakah anda termotifasi belajar bahasa inggris setelah anda belajar kosa kata melalui teknik word analogies				
9	Merasa perlu belajar kosa kata melalui teknik tesebut				
10	Setelah mengikuti program ini anda punya kemampuan menghafal vocabulary meningkat?				

Post – Test

Derictions : choose the following object and their uses :

1. Pen is their use :

   a. draw   c. clean

   b. write   d. Erase

2. food is their use :

   a. eat   c. buy

   b. drink   d. cut

Derictions : Choose the following antonym words :

3. **BIG is opposite of :**

   a. small   c. Full

   b. young   d. Thin

4. **LONG is opposite of :**

   a. cold   c. short

   b. thick   d. Slow

5. **LOW is opposite of :**

   a. dark   c. Hot

   b. high   d. Cold

6. **OUTSIDE is opposite of :**

   a. behind   c. In front of

   b. insaid   d. Beetween

7. **CLEAN is opposite of :**

   a. clear   c. good

   b. dirty   d. Ugly

8. **CHEAP is opposite of :**

   a. better   c. after

   b. after   d. expensive
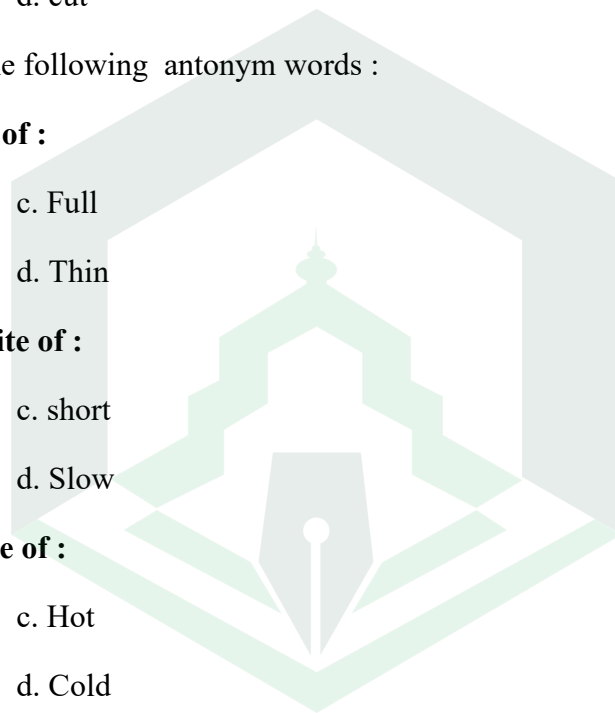
9. **BUY is opposite of :**

   a. sell   c. drink

   b. eat   d. Sleap

10. **OLD is opposite of :**

   a. mother   c. sister

   b. father   d. young

11. **STUPID is opposite of :**

   a. shy   c. bold

   b. strong   d. smart

12. **DEAD is opposite of :**

   a. alive   c. polite

   b. dye   d. Honest

13. **REST is opposite of :**

   a. sit   c. speak

   b. run   d. work

14. **BUSY is opposite of :**

   a. get up   c. idle

   b. go   d. Teach

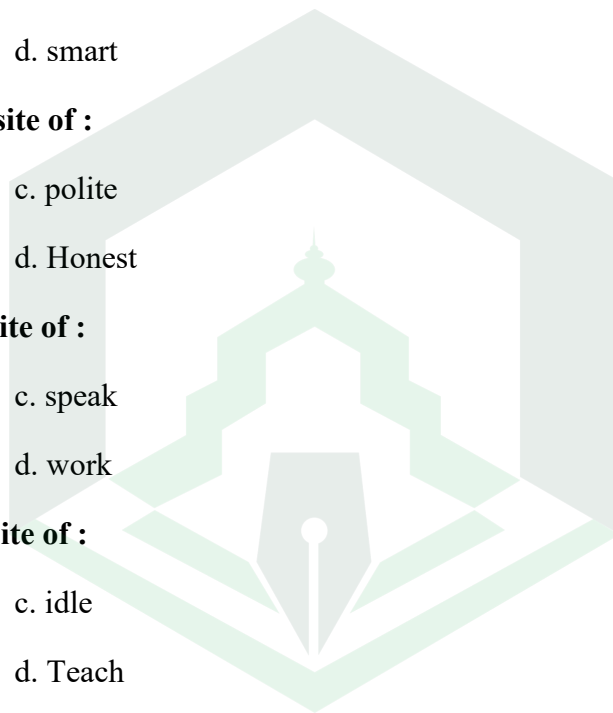15. **EMPTY is opposite of :**

   a. full   c. dull

   b. top   d. Botton

16. **ADULT is opposite of :**

   a. child   c. nurse

   b. brother   d. Doctor

17. **HUSBAND is opposite of :**

   a. niece   c. uncle

   b. aunt   d. wife

18. **END is opposite of :**

    a. bad   c. begin

    b. hero   d. Beatiful

19. **BACK is opposite of :**

    a. front   b. above

    b. beside   c. Below

20. **WHITE is opposite of :**

    a. read   c. black

    b. yellow   d. Green

Treatment 1

Class profile : Most of students are active and respond the material

Lesson Rational : The students can identify some antonym, adjective

The students can memorize and remember about antonym words

Main aims (language/skills) : the students can use the vocabulary for interacting with friends.

Subsidiay aims (language / skill) : the students can use the vocabulary in improving their writing that is adjective, for example : small = big

Expected learner outcomes : the students can understand how to use antonym in spesifict adjective and also improve the vocabulary.

Anticipated student problems (language/skill) : make small group discussion and ask to the students to look up in dictionary.

Solutions : the students will given many assigments about the material for example memorizing vocabulary.

Treatment 2

Class profile : the students understand and can answer the question from review

Lesson Rational : The students can memorize and remember about relationships between numbers

Main aims (language/skills) : the students can use the relationships between numbers to connect with another words

Subsidiay aims (language / skill) : the students can use the vocabulary in relationships between numbers

Expected learner outcomes : the students can understand or get the point about the material

Anticipated student problems (language/skill) : ask the students one by one to practice using technique word analogies

Solutions : the result of learning is enough good, so but just need practice more.

Treatment 3

Class profile : the students understand and can answer the question from review

Lesson Rational : The students can memorize and remember about word analogies sequences

Main aims (language/skills) : the students can use the sequences to connect with another words

Subsidiay aims (language / skill) : the students can use the vocabulary in word analogies sequences

Expected learner outcomes : the students can understand or get the point about the material

Anticipated student problems (language/skill) : ask the students one by one to practice using technique word analogies

Solutions : the result of learning is enough good, so but just need practice more.

Treatment 4

Class profile : the students understantwod and can answer the question from review

Lesson Rational : The students can memorize and remember about word analogies objects

and their uses

Main aims (language/skills) : the students can use noun word to connect with another

words

Subsidiay aims (language / skill) : the students can use the vocabulary in word analogies

object anad their uses

Expected learner outcomes : the students can understand or get the point about the material

Anticipated student problems (language/skill) : ask the students one by one to practice

using technique word analogies

Solutions : the result of learning is enough good, so but just need practice more

Treatment 5

Class profile : the students understantwod and can answer the question from review

Lesson Rational : The students can memorize and remember about word analogies cause and effect

Main aims (language/skills) : the students can use the object and their use to connect with another words

Subsidiary aims (language / skill) : the students can use the vocabulary in word analogies object anad their uses

Expected learner outcomes : the students can understand or get the point about the material

Anticipated student problems (language/skill) : ask the students one by one to practice using technique word analogies

Solutions : The the students can understand the material quikly, but researcher just gives motivation

Rencana Pelaksaan Pembelajaran

(RPP)

Sekolah   : Mts Batusitanduk

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII / I

Waktu   : 2 x 45 menit

A. Standar Kompetensi

Menyampaikan arti kata dalam bentuk tulisan melalui word analogies

B. Kompetensi Dasar

Memperbanyak kosa kata bahasa Inggris melalui technique word analogies antonym

C. Indicator

Pertanyaan mengenai kosa kata yang terkait dengan antonym

D. Tujuan Pembelajaran

Setelah melalui proses pembelajaran siswa dapat memahami berbagai macam kosa kata yang berhubungan dengan kata antonym baik secara lisan maupun tulisan

E. Materi Pembelajaran

Vocabulary with antonym

Example : win : lose

           young : old,

           Alive : dead ,etc

F. Metode Pembelajaran

- Coomperative learning

G. Langkah – langkah kegiatan

1. Kegiatan awal (10 menit)

    a. Memberi salam dan menanyakan keadaan siswa

b. Perkenalan diri kepada siswa

c. Mengajukan pertanyaan

-. Good morning every body, how are you to day?

 - Are you ready for lesson to day?

d. Memberi motivasi kepada siswa

e. Menyampaikan tujuan, manfaat pembelajaran

2. Kegiatan Inti (65 menit)

a. Guru menjelaskan tentang kosa kata yang berhubungan dengan antonym

b. Guru membagi siswa dalam beberapa kelompok

c. Memberi waktu kepada siswa untuk membaca dan menghafal kosa kata yang akan dipelajari

3. Kegiatan Penutup (15 menit)

Memberi teks tertulis berdasarkan kosa kata yang telah dipelajari

H. Sumber / Bahan

Buku – buku yang relevan, Kamus Ideal Grammar and Conversation,Yudistira Ikranegara

I. Penilaian

Teks tertulis

J. Instrument

What are the antonyms of the following words !

Fat..........

Laugh.......

Small........

Cold.........

White.......

High........

K. Pedoman Penilaian

1. Untuk jawaban yang benar skor 5

2. Jumlah skor maksimal 10x10 =

3. <u>Skor total correct answer x 100</u>
   Total teks item

Mengetahui;   Batusitanduk,
Guru mata pelajaran   Mahasiswa Peneliti
                                                                STAIN Palopo

Mengetahui ,

Ka. Mts Batusitanduk

Rencana Pelaksaan Pembelajaran

(RPP)

Sekolah   : Mts Batusitanduk

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII / I

Waktu   : 2 x 45 menit

A. Standar Kompetensi

Menyampaikan arti kata dalam bentuk tulisan melalui word analogies sequences

B. Kompetensi Dasar

Memperbanyak kosa kata bahasa Inggris melalui technique word analogies sequences

C. Indicator

Pertanyaan mengenai kosa kata yang terkait dengan sequences

D. Tujuan Pembelajaran

- Setelah melalui proses pembelajaran siswa dapat memahami berbagai macam kosa kata yang berhubungan dengan sequences baik secara lisan maupun tulisan

E. Materi Pembelajaran

Vocabulary with sequences

Example : hungry – eat

            Morning – afternoon

            Thirsty - drink

            Morning – afternoon, etc

F. Metode Pembelajaran

- Listening, writing

G. Langkah – langkah kegiatan

4. Kegiatan awal (10 menit)

   a. Memberi salam, Berdoa

   b. Mengecek kehadiran siswa

   c. Memberi motivasi kepada siswa

   d. Menyampaikan tujuan, manfaat pembelajaran

e. Kegiatan Inti (45 menit)

   a. Guru menjelaskan tentang kosa kata yang berhubungan dengan sequences

   b. Memberi waktu kepada siswa untuk mendengarkan dan menulis kosa kata yang berhubungan dengan materi

   c. Kegiatan Penutup (10 menit)

Memberi teks tertulis berdasarkan kosa kata yang telah dipelajari

H. Sumber / Bahan

Kamus, buku paket

I. Penilaian

Penguasaan materi, kemampuan mengerjakan soal latihan

J. Instrument

Please translate into indonesia the word below !

breakfast

lunch

go to sleep

get up

leave

arrive

K. Pedoman Penilaian

1. Untuk jawaban yang benar skor 1

2. Jumlah skor maksimal 10x10 =

3. <u>Skor total correct answer x 100</u>
   Total teks items

Mengetahui;   Batusitanduk,
Guru mata pelajaran   Mahasiswa Peneliti
                                             STAIN Palopo

Mengetahui ,

Ka. Mts Batusitanduk

_____

Rencana Pelaksaan Pembelajaran

(RPP)

Sekolah   : Mts Batusitanduk

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII / I

Waktu   : 2x45 menit

A. Standar Kompetensi

Memahami arti kosa kata yang telah di ajarkan

B. Kompetensi Dasar

Memperbanyak kosa kata bahasa Inggris melalui technique word analogies

C. Indicator

Menjodohkan antara kosa kata yang saling berhubungan dengan menggunakan technique word analogies

D. Tujuan Pembelajaran

- Siswa dapat menyebutkan kosa kata baru yang berhubungan dengan relationship between number

- Siswa dapat mendengarkan penjelasan guru tentang kosa kata yang saling berhubungan

- Siswa dapat menjodohkan antara kosa kata yang saling berhubungan

E. Materi Pembelajaran

Vocabulary with relationships between number

Example : one : two

four : twenty-four etc

F. Metode Pembelajaran

- Tanya jawab,latihan

G. Langkah – langkah kegiatan

a. Kegiatan awal (10 menit)

a. Memberi salam dan menanyakan keadaan siswa

b. absensi,memotifasi siswa melalui diskusi dan tanya jawab

c. Memberi motivasi kepada siswa

d. Menyampaikan tujuan, manfaat pembelajaran

b. Kegiatan Inti (45 menit)

a. Guru menjelaskan tentang kosa kata yang berhubungan dengan relationship number

b. guru melatih siswa mengucapkan vocabulary dengan kegiatan listen dan repeat.

c. Memberi waktu kepada siswa untuk membaca dan menghafal vocabulary yang akan dipelajari

d. Kegiatan Penutup (10 menit)

Siswa merefleksi kegiatan pembelajaran yang baru di ikuti pada hari ini

H. Sumber / Bahan

Buku bahasa inggris kelas IV

I. Penilaian

Teks tertulis

J. Instrument

Maching the English relationships between number

six.......twenty sevent

Sevent........twenty two

two..........twenty five

five...........twenty

K. Pedoman Penilaian

1. Untuk jawaban yang benar skor 10

2. Jumlah skor maksimal 10x10 = 10

3. Skor total correct answer x 100

Total teks items

Mengetahui;   Batusitanduk,
Guru mata pelajaran   Mahasiswa Peneliti
                                                      STAIN Palopo

Mengetahui ,

Ka. Mts Batusitanduk

Rencana Pelaksaan Pembelajaran

(RPP)

Sekolah   : Mts Batusitanduk

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII / I

Waktu   : 2x 24 menit

A. Standar Kompetensi

Memahami arti kosa kata yang telah di ajarkan

B. Kompetensi Dasar

Memperbanyak kosa kata bahasa Inggris melalui technique word analogies

C. Indicator

Menjawab pertanyaan yang diberikan oleh guru sesuai materi yang di ajarkan

D. Tujuan Pembelajaran

- Siswa dapat menyebutkan kosa kata baru yang berhubungan dengan relationships between number

- Siswa dapat mendengarkan penjelasan guru tentang kosa kata yang saling berhubungan

- Siswa dapat menjawab pertanyaan yang diberikan oleh guru

E. Materi Pembelajaran

Vocabulary with object and their uses

Example : book : write

: pencil:draw etc

F. Metode Pembelajaran

- kontekstual,latihan

G. Langkah – langkah kegiatan

a. Kegiatan awal (10 menit)

a. Memberi salam dan menanyakan keadaan siswa

b. absensi,memotifasi siswa melalui diskusi dan tanya jawab

c. Memberi motivasi kepada siswa

d. Menyampaikan tujuan, manfaat pembelajaran

b. Kegiatan Inti (45 menit)

a. Guru menjelaskan tentang kosa kata yang berhubungan dengan object and their user

b. guru melatih siswa mengucapkan vocabulary dengan kegiatan listen dan repeat.

c. Memberi waktu kepada siswa untuk membaca dan menghafal vocabulary yang akan dipelajari

e. Kegiatan Penutup (10 menit)

Siswa merefleksi kegiatan pembelajaran yang baru di ikuti pada hari ini

H. Sumber / Bahan

Buku bahasa Inggris kelas VII

I. Penilaian

Teks tertulis

J. Instrument

Please translate into indonesia the words below

six.......twenty sevent

Sevent........twenty two

two..........twenty five

five...........twenty

K. Pedoman Penilaian

1. Untuk jawaban yang benar skor 10

2. Jumlah skor maksimal 10x10 = 10

3. Skor total correct answer x 100

  Total teks items

Mengetahui;   Batusitanduk,
Guru mata pelajaran   Mahasiswa Peneliti
                                                      STAIN Palopo

Mengetahui ,

Ka. Mts Batusitanduk