
Teaching Analogies Strategy on Students' Achievement in Vocabulary

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ABSTRACT

The objective of this research was to investigate if analogies strategy significantly affected students' achievement in vocabulary. The research was conducted by using experimental research design that involved two groups, namely experimental group and control group. The population was all the students of grade VIII of SMP Al-Washliyah 9 Medan with total number of the population was 90 students. There were three classes, namely VIII A, VIII B, and VIII C. each class consisted of 30 students. The sample was carried out in class VIII A and VIII B by purposive sampling technique. Thus the sample was 60 students. The experimental group was taught by applying analogies strategy whereas the control group was taught conventionally. The instrument for collecting the data was a multiple choice test. The obtained data were analyzed by using t-test formula. Data analysis resulted that $t_{observed}$ value was higher than t_{table} value ($8.5 > 2.660$) at level of significance $p = 0.05$ with degree of freedom ($df = 58$). It means H_0 was accepted and H_a was successfully rejected. Thus, the analogies strategy significantly affects students' achievement in vocabulary. This study suggested to be used as another research references for the readers.

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I. INTRODUCTION

This research was aimed to prove the significance of applying analogies strategy on the students' achievement in vocabulary of the eighth grade. The problems concerned in this research were identified based on the observation by the researcher. It was found out that the eighth grade students still have low vocabularies in learning English. Meanwhile, vocabulary is fundamental in language. Vocabulary is important for students in teaching English because Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills like Reading comprehension, Listening comprehension, speaking, writing, spelling, and pronunciation. Vocabulary is the main tool for students to use English effectively. When he/she is confronted with a native English Speaker, when watching a movie or when listening to a favorite song, when reading a text or when writing a letter to a friend, students will always need to operate with words. so teaching vocabulary earlier is better than teaching it later. It supports that vocabulary needs to be taught since the beginning level like at junior high school.

Teaching vocabulary is one of the several ways to make the students of junior high school feel interest to study English. By mastering many vocabularies, the students will be able to convey their ideas, messages, and expression well. The construction of vocabulary material will take into account of four major language skills namely listening, speaking, reading, and

writing as reflect on the abilities and skills concerning the language use. Hopefully students are able to express simple expression to emphasize the vocabulary mastery. (Rohmatillah, 2014) There were some challenges faced by the students in learning vocabulary. (1) the written form is different from the spoken form in English, (2) The number of words that students need to learn is exceedingly large, (3) the limitations of sources of information about words, (4) The complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.

Hikmawati (2012) said in her journal article that Analogy is one of the ways to teach vocabulary in junior high school. By using analogy teacher can help students develop their higher-level thinking and language skill. Analogy is an important part of teaching vocabulary. 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. According to Schmidts (2002:24) analogy in language learning is a process by which unknown forms are constructed according to the pattern of other forms that the learner knows. Word analogies allow students to link familiar concepts with new ideas—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. Word analogies have been found to be useful thinking exercises that require students to draw inferences and offer a way to increase students' vocabulary and comprehension. As with almost any learning strategy, activating students' prior knowledge is a first step. This can be exceptionally important with analogies. Often seen as an equation found in standardized tests where each side of an analogy is balanced. Vacca and Vacca (1996) outlined the types of word analogy as described below.

Types of Analogies

Part to whole	battery: flashlight, hard drive : computer
Cause and effect	fatigue : yawning, itching : scratching
Person to situation	mother : home, teacher : school
Synonym	obese : fat, slender : thin
Antonym	poverty : wealth, sickness : health
Geography	Chicago : Illinois, Denver : Colorado
Measurement	pound : kilogram, quart : liter
Time	March : spring, December : winter

Word Analogies: Antonyms or Opposites

hot	->	cold		up	->	down
black	->	white		happy	->	sad
laugh	->	cry		rich	->	poor
crazy	->	sane		large	->	small

Word Analogies: Relationships Expressing a Part of the Whole

eye	->	head		finger	->	hand
cent	->	dollar		inch	->	foot
eraser	->	pencil		CPU	->	computer
wheel	->	car		sink	->	plumbing

Word Analogies: Relationships between Numbers

one	->	two		two	->	four
½	->	1		10	->	20
six	->	thirty-six		two	->	four
100	->	1,000		1,000	->	10,000

Word Analogies: Sequences

breakfast	->	lunch		morning	->	afternoon
Monday	->	Tuesday		AM	->	PM
work	->	earn		plant	->	harvest
leave	->	arrive		get up	->	go to sleep

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

pen	->	write		food	->	eat
lawn	->	mow		coffee	->	drink
sugar	->	sweeten		ball	->	throw
button	->	push		letter	->	mail

Word Analogies: Objects and Their Users (thing -> person)

library	->	student		computer	->	programmer
car	->	driver		piano	->	musician
brush	->	painter		football	->	quarterback
doll	->	child		cell phone	->	teenager

Word Analogies: Grammatical Relationships

I	->	me		He	->	him
drive	->	driven		fly	->	flown
to-think	->	thinking		to-shout	->	shouting
some	->	any		already	->	yet

Word Analogies: Group Relationships

student	->	class		member	->	club
player	->	team		representative	->	congress
judge	->	court		policeman	->	policeforce
violin player	->	orchestra		teller	->	bank

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

thirsty	->	drink		tired	->	sleep
dirty	->	wash		funny	->	laugh
wet	->	dry		hot	->	cool down
curious	->	ask		sad	->	cry

Schmidts (2002:56) explained that there are four steps as the procedures to conduct the analogy strategy as described below.

Step 1: Connect the dots.

The first step is to seek out the link between the words in the original pair. We demonstrated this for the eight major analogy categories discussed, and you should seek out similar kinds of links no matter what form the relationship between the words takes. Remember, there will always be a strong and defined connection in the question stem's original pair, and it's your job to recognize it.

Step 2: Create a template.

As we demonstrated earlier, the form of the original relationship is the important thing, so it's helpful to represent the connection you deduced in Step 1 as sentences substituting Xs and Ys for the words in the original pair.

Step 3: Make the match.

Now plug the choices into your template to see which one forms a logical relationship that mirrors the relationship of the words in the original. Be careful to substitute words in the proper order. For example, if your template goes from the second word back to the first (such as "Y is an extreme form of X"), then make sure to read the choices into your template in that

order as well. You can save time by immediately chopping choices containing weak links, as you learned to do in the fundamentals section above.

If you know the words in the original pair and you use this method, you should have your answer by the end of Step 3. However, it's unrealistic to expect this blue-sky scenario to play out for every question you face, so we've provided an additional step to use if you get stuck.

Step 4 (if necessary): Narrow the connection.

If you know the words in the original pair and perform steps 1–3, yet more than one choice still seems workable, it is possible that the connection you formed in Step 1 and generalized in Step 2 is too broad, causing more than one choice to fit its parameters. That's a clear sign that you didn't go far enough, so narrow the connection to weed out the imposters.

Language is used to communicate, ideas and experiences. Our ideas or experiences can be experiences if we have known the vocabulary of a language, it is impossible to make a conversation without mastering the vocabulary of a language. According to Oxford Advanced Learners Dictionary (1995: 131) vocabulary is the total number of words in a language, all the words known to a person or used in a particular book subject, etc. Jackson (2002:202) defined vocabulary is the stock of words in a language or that is known or used by an individual or that is associated with a particular activity. In other words, vocabulary is a number of words used by interactions. According to Kamil & Hiebert (2007:35) vocabulary is knowledge of words and word meanings. Richards (2002:4) wrote that vocabulary is one of the components of language and one of the first things applied linguists turned their attention to. According to Napa (2005:14) vocabulary is one of the components of language and no language exists without words. Vocabulary is the total number of the words which make up a language. Vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test in to find out whether the learners can match each word with a synonym, a dictionary, tape definition or an equivalent word in their own language. Thus, if a student masters large amount of vocabulary she or he can use the word in many kinds of sentences than he or she will be not only good at speaking but also at writing. Vocabulary deals with words.

Teaching vocabulary is important in language acquisition. Vocabulary is one element that links the four skills of listening, speaking, reading, and writing all together. One of the requirements to communicate well in a foreign language, students should have an adequate number of words. According Celce-Murcia (2000:76) there are three kinds of vocabulary.

1. Productive versus Receptive Vocabulary

Productive vocabulary is the lexical terms which the students can remember and use appropriately in speaking and writing. Receptive vocabulary in the lexical items which the students familiar and understand when they meet them in the context of reading and listening materials. Productive vocabulary is used to speaking and writing, the stage of teaching and learning must end with vocabulary practice, where the students get an opportunity to try to use the vocabulary in context. Different from productive vocabulary, receptive vocabulary is only presented until the students' know the meaning to understand the context of reading or listening.

2. Content Words

Content words and function words are a useful one in analyzing vocabulary. Content words are those vocabulary items that must to the large and open words classes. Content words that are the words that are easy accept new words and not use old ones but are not longer useful. For example: nouns, verbs, adjectives, and some adverbs.

3. Function Words

Function words are those vocabulary items that must to closed words classes. Function words that are the words do not easy new items or lose old ones. For example: pronouns,

auxiliary verbs, prepositions, determiners, and many adverbs. Function words should be taught as part of grammar and content words as part of vocabulary.

When teaching or learning vocabulary, several principles should be kept in mind. Cameron (2001:93) wrote down the general principles to help children for learning vocabulary.

1. Teachers can model how to use strategies and draw children's attention explicitly to aspect of strategy use.
Example : teacher can show how to find clues to the meaning of a new word in a picture.
2. Teacher can teach the sub skill needed to make use of strategies.
Example : to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.
3. Classroom task can include structured opportunities for using strategies.
Example : when teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.
4. Independent strategy used can be rehearsed in classrooms.
Example : students can be helped to prepare list of words that they want to learn from a lesson, can shown ways of learning from lists and a letter can be put in pairs to test each other.
5. Young learners can be helped to reflect on the learning process through evaluating their achievement.
Example : at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about.

II. METHODS

This research was conducted by applying experimental research design. There were two groups involved. They were experimental and control groups. Experimental group was treated by applying analogies strategy and control group was taught without applying any specific technique. The design of this research can be illustrated as follows.

Table 1. Research Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	√	X ₁	√
Control	√	X ₂	√

Notes :

X₁ : The experimental group taught by using analogies strategy

X₂ : The control group taught using conventional strategy

(Sudjana: 2005)

This research was conducted at SMP Al-washliyah 9 Medan. The population was the eighth grade students. The total number of the population was 90 students which consisted of three classes namely VIII A, VIII B and VIII C. The sample was carried out in class VIII A and VIII B by propovise sampling technique. The experimental group was taught by applying analogies strategy whereas the control group was taught by conventional. The instrument for collecting data was a test consisted of 20 items without options written in cards and the students were asked to write the correct answer. The procedures of the research were divided into three parts: pre-test, treatment, and post-test. Pre-test had been given to experimental group and control group before the treatment was begun, pre-test. The aim of the test was to find out homogenous competence of the sample about vocabulary mastery that was shown by the calculation of the mean scores both of groups. The treatment was conducted after the pre-test had been given to both groups. The experimental group was treated by using analogies strategy while the control group was treated by conventional strategy. After the treatment,

post-test was administrated too for each group. This post-test was exactly the same as the pre-test. It was intended to find out the mean score of experimental group and control group.

After collecting all the data, then they were calculated to get the result. In analyzing the data, the following formula of t-test was used.

$$t = \frac{m_a - m_b}{\sqrt{\left[\frac{da_2 + db_2}{n_a + n_b - 2} \right] \left[\frac{1}{n_a} + \frac{1}{n_b} \right]}}$$

III. RESULT AND DISCUSSION

Result

As stated before, the objective of this research was to investigate the effect of analogies strategy on students' achievement in vocabulary. To find out whether analogies strategy has significant effect on the students' achievement in vocabulary, experimental group and control group were treated in different strategy. Based on the calculation, the result of the research showed that the mean score of the experimental group was higher than control group. The difference was tested by using t-test formula. The calculation then was used to test the hypotheses drawn before conducting the experiment. The hypotheses testing were aimed at showing the result of the analysis. The calculation using t-test formula resulted the value of t-observed (8.5) was higher than the value the t-table (2.660) with degree of freedom (df) 58.

Discussion

The mastery of English vocabulary has become a big problem for Indonesian students, especially the students of Junior High School. Further in Indonesia, English is a foreign language not a second language likes in other countries such as Singapura, Hongkong etc. Vocabulary is very important for practicing English. If the students do not have enough vocabulary, they will not able to speak English fluency and they cannot make a good sentence in writing. As mention in the journal article of teaching vocabulary using analogy through cooperative learning to the students of junior high school (Hikmawati,2012) There are some points that should be remembered by the teachers when they teach vocabulary as follows: a. Make learning English vocabulary enjoyable and fun. b. Do not worry about mistakes. b. Use gestures and action to demonstrate what you mean. c. Do not worry when they use mother tongue. It believes that using analogy through cooperative learning is very useful and effective for teaching vocabulary.

IV. CONCLUSION AND SUGGESTION

The conclusion of this research can be drawn from the the result of calculation by using the test-formula. Based on the result of the data analysis, it was found that the analogies strategy significantly affected the students' achievement in vocabulary. There was a significant difference of mean score obtained from experimental group (18.8) and control group (12.8). The result of the test showed that t-observed was higher than t-table (8.5 > 2.660) with degree of freedom (df=58) at level of significance 0.05. It meant that Ho was rejected and Ha was accepted. It was concluded that applying analogies strategy significantly affected students' achievement in vocabulary.

Based on the conclusion, it is suggested to the English teachers to apply analogy strategy to increase students' vocabulary.

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