MENINGKATKAN KOSAKATA SISWA KELAS DELAPAN DI MTS AL-ISTIQOMAH LASOANI MENGGUNAKAN TEKNIK ANALOGY KATA

INCREASING VOCABULARY OF THE GRADE EIGHT STUDENTS AT MTS AL-ISTIQOMAH LASOANI USING WORDS ANALOGY TECHNIQUE

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kosakata siswa kelas delapan di Mts. Al-Istiqomah Lasoani menggunakan teknik analogi kata. Ini adalah penelitian Eksperimental. Sampelnya adalah 23 siswa yang dipilih menggunakan teknik acak. Data dikumpulkan melalui tes yaitu pra-test dan pasca-test. Pra-tes dilakukan untuk mengetahui pengetahuan siswa sebelum penerapan, sedangkan pasca-test dilakukan untuk mengukur pengetahuan mereka setelah penerapan. Data-data tersebut dianalisis secara statistik. Hasil penelitian ini menunjukkan bahwa nilai t-tabel adalah 15, 81. Peneliti menemukan bahwa nilai t-tabel adalah 1,717 dengan menerapkan tingkat signifikansi 0,05 dan 22 t-counted (df = 23-1). Nilai t-counted lebih tinggi dari t-tabel. Artinya hipotesis penelitian ini diterima. Dengan kata lain, penguasaan kosakata siswa meningkat menggunakan teknik analogi kata.

Kata kunci: Teknik Analogi Kata, Meningkatkan, Kosakata.

ABSTRACT

There were many problems faced by the students. First, the students lacked in memorizing vocabulary and difficulties to use it in sentences. Second, the students had difficulties to differentiate between the word pronunciation and the words writing. Third, they were not interested and motivated in learning English. It means that they need to learn more kinds of vocabulary. The researcher aims to increase vocabulary of the grade eight students at Mts. Al-Istiqomah Lasoani using words analogy technique. This is a pre-Experimental research design. Its sample is 23 students which selected using random sampling technique. The data was collected through test namely pre-test and post-test. The pre-test was conducted to know students prior knowledge before treatment, whereas post-test was accomplished to measure their knowledge after the treatment. Those data were analysed statistically. The result of this research indicates that the t-counted value is 15, 81. The researcher found that the t-table value is 1.717 by applying 0.05 level of significance and 22 degree of freedom (df=23-1). The t-counted value is higher than the t-table. It means that the

hypothesis of the research is accepted. In other words, the student's vocabulary mastery increases through words analogy technique.

Key terms: *Words Analogy Technique, Increasing, Vocabulary.*

INTRODUCTION

Vocabulary is the number of words in the language and that word is used as an engine of language to express thought. Increasing the number of students vocabulary not only to learn new words, but also studying new meanings of old words and will multiply the number of words under their control. In the Junior High School base on Kurikulum 2013 (2017) stated that "in order to master English students need to learn language components such as vocabulary, grammar, and pronunciation". It means vocabulary is the important aspect to help them acquire to master language skills, without vocabulary they cannot speak English, write a sentence, comprehend a text well, and absolutely cannot understand what the other people say.

There are language components: grammar, pronunciation, vocabulary and spelling. Vocabulary is the important thing. Proficiency in other aspect is not enough to guarantee that someone can master English language with limited vocabulary. In using the language, we use thousands of words to communicate every day. It' means the students cannot speak fluently or write the text without vocabulary. Therefore, vocabulary must be on the first priority in English language teaching.

Based on the preliminary observation at the grade eight student's class B of MTs Al-Istiqomah Lasoani, there were many problems faced by the students. First, the students lacked in memorizing vocabulary and difficulties to use it in sentences. Second, the students had difficulties to differentiate between the word pronunciation and the words writing. Third, they were not interested and motivated in learning English. It means that they need to learn more kinds of vocabulary.

In the process of mastering English vocabulary for the students, the English teacher plays important role. English teacher should have ideas to make her/his teaching interesting for the students. He/she should not give up increasing the students' ability to master English vocabulary.

There are many ways to improve the students' vocabulary such as the use of interesting reading text, the use of English songs, picture, games, analogy, that can be used by teachers to teach vocabulary. The common technique that is used by other teachers in teaching

vocabulary is words analogy technique, because this technique is appropriate for the students in Junior High School.

Analogy is one of the ways to teach vocabulary in Junior High School. By using Analogy, teachers can help students develop their higher-level thinking and language skills. Analogy, or the likening of one thing to another based upon similarity, is often given on standardized tests. Based on the role of analogy to teach vocabulary, the researcher thinks that it can be used by English teacher to teach vocabulary in grade eight student's class B of MTs Al-Istiqomah Lasoani.

According to the explanation above, the researcher was interested in carrying out a research dealing with vocabulary. The students' vocabulary encourages them to have good language skill. Hence, in process teaching vocabulary to students the teacher use words analogy to help the students to improve their vocabulary skills.

RESEARCH METHO

In this research, the researcher used a pre experimental design. The researcher ap plied one group pre-test and post-test design; it means the researcher used one class. Pre-test was administered before giving a treatment. Then, post-test was administered after the treatment. The design is: Arikunto (2006:85)

$$0_1 \qquad X \qquad 0_2$$

Where:

0_1 : Pre-Test

X : Treatment

0_2 : Post-Test

Population is formulated as the whole groups of people or object that have been formulated clearly. The population in this research is all students of the grade eighth students class B of MTs Al-Istiqomah Lasoani. It consists of two classes, VIIIA and VIIIB. The researcher took VIIIB as a sample in this research that consists of 23 students. Thus, the researcher used random sampling technique because the population consist of two classes and both of classes have equals levels. The research has two variables; dependent variable and independent variables. The dependent variable is the vocabulary mastery of the grade eighth students class B of MTs Al-Istiqomah Lasoani and the independent variable is the application of word analogy in teaching vocabulary.

FINDINGS

Result of the Test

The researcher gave a test as the main instrument of this research. The test was divided into pre-test and post-test. The pre-test aims to find out the students' prior achievement in vocabulary. While the post-test aims to find out whether the application of words analogy technique effectively increases students vocabulary mastery or not. The researcher focused in three parts of speech namely noun, verb, and adjective.

Result of pre-test

On November 15[th,] 2018, the pre-test was administered to measure the students' prior knowledge before applying getting words analogy technique as a treatment to the grade eighth students class B of MTs Al-Istiqomah Lasoani.

After presenting the pre-test's result of students, the researcher find out that the highest score of the individual student score is 53, 3 and the lowest score is 20. Then she computed the students mean score by using the following formula:

$$M = \frac{X}{N}$$

$$¿ \frac{866,8}{23}$$

$$= 37,65$$

After calculating the score of pre-test, the researcher needs to calculate the mean score of post-test.

Result of Post Test

The post-test was administered on December 6[th,] 2018 to measure the students' knowledge after giving treatment to the grade eighth students class B of MTs Al-Istiqomah Lasoani. The result of post-test can be seen in the following table.

After presenting the post-test's result of students, the researcher find out that the highest score of the student's individual score is 86, 7 and the lowest score is 60. Then she computed the students mean score of post-test using the following formula:

$$M = \frac{X}{N}$$

$$M = \frac{1619,9}{23}$$

$$M = 70,43$$

Then, it is found that the mean score of post-test is 70, 43.

Data Analysis

The result of computation shows that the students' mean score on the pre-test is 37,65 is lower than the students' mean score on the post-test 70,43. It means that students mean score, pre-test before the application of words analogy technique is lower (37,65) than that after applying the treatment (70,43).

After computing the mean score on the pre-test and post-test, the researcher computed the deviation and square deviation of pre-test and post test score, the result can be seen as follow:

Next, the researcher computed the mean deviation of the pre-test and post-test scores. The computation is presented as follows:

$$Md = \frac{d}{N}$$

$$Md = \frac{752,8}{23}$$

$$Md = 32, 73$$

However, before analysing the t-counted, the researcher computed the formula of sum of squared deviation as follow:

$$\sum x^2 d = \sum d - \frac{(\sum d)2}{N}$$

$$= 26,829,859 - \frac{(752,8)2}{23}$$

$$= 26,829,859 - \frac{566,707,84}{23}$$

$$= 26,829,859 - 24, 639, 47$$

$$= 2.190, 389$$

The square deviation score of pre-test and post-test is 2.190,389. In order to find out the significant difference between pre-test and post-test, the researcher analysed the data by using the following t- test formula:

$$t = \frac{MD}{\sqrt{\frac{\sum X2d}{N(N-1)}}} \qquad t = \sqrt{\frac{32,73}{\frac{2.190,389}{506}}}$$

$$t = \frac{32,73}{\sqrt{4,32}} \qquad t = \sqrt{\frac{32,73}{\frac{2.190,389}{23(23-1)}}}$$

$$t = \frac{32{,}73}{2{,}07}$$

$$t = \sqrt{\frac{32{,}73}{\dfrac{2.190{,}389}{23(22)}}}$$

$$t = 15,\,81$$

The result of the data analysis shows that the t $_{counted}$ is 15, 81. By applying 0.05 level of significance with the degree of freedom (df) N (N-1), the researcher found that the t-$_{table}$ value (1.717) is smaller than t $_{counted}$ value (15, 81). It means the hypothesis is accepted. In short, words analogy technique is effective to increase vocabulary mastery of the grade eight students class B of MTs Al-Istiqomah Lasoani.

DISCUSSION

The researcher applied pre-experimental research design. She took one class as pre-test- post-test design. The sample consists of 23 students. It was chosen by random sampling technique. They got pre-test on November 15th 2018 before giving the treatment. In pre-test, she gave a test namely matching test and multiple choices and the test is divided into two parts: multiple choice sentences and multiple choice phrases. The total number of questions is 30. Then, the students answered by their knowledge. The mean score of pre-test is 37, 65.

The researcher took three part of speech namely noun, verb, and adjective. The sampel of this research is the grade eighth students of MTs Al-Istiqomah Lasoani. The researcher gave the treatment to the grade class B students by using analogy technique. This technique can increase the student's vocabulary mastery. It can be seen from the results of the tests that have been given to students. This technique can increase an opportunity for students to explore their knowledge especially those vocabulary mastery.

The researcher provided lesson plan for the students to support in teaching and learning. It aims to enable students to easily understand and remember a lot of vocabulary until the end of learning. First meeting, she gave some vocabulary of family member by using words analogy. She asked the one of the students to practice in front of class to make a simple sentence. Second meeting, she gave some vocabulary part of our body by using words analogy of verb. She guided the students to remember that vocabulary and make it in simple sentence. Third meeting, she asked the students to learn vocabulary of our habits and makes simple sentence by words analogy of verb and noun. Fourth meeting, she asked the students to read and identify the test of describing place. She guided the students to fine out the noun and adjective of the text. Fifth meeting, she guided the students to know the name of thing in the bathroom by words analogy of noun and make it in simple sentences. Last meeting, she

asked the students to know the name of thing in the kitchen by words analogy of noun and make it in simple sentence.

The researcher got some progress during the process of teaching and learning. First, the students get lot of vocabulary. Second, the students are more interested in learning process and the last, they are more confident in expressing their ideas or opinions. The researcher provided the result of the post-test is 70, 43. The post-test was given on December, 6th 2018 after doing the treatment. From the post-test result it was proven that the mastery of vocabulary showed an increase even though some students had low score. The researcher analysed the result of pre-test and post-test. The mean score of post-test is 70, 43. There is an improvement of the result from the test, the improvement is from 37, 65 to 70, 43 it is increased. She concludes that words analogy technique increases the students' vocabulary. It means the application of words analogy technique to increase vocabulary mastery students' at Mts. Al Istiqomah Lasoani is effective or successful because of t-counted value 15, 81 is greater than t-table value 1,717.

CONCLUSION AND SUGGESTION
Conclusion

The researcher concluded that the student's vocabulary mastery can be increased by applying words analogy technique to the grade eighth students class B of MTs Al-Istiqomah Lasoani. It is proved by the t-counted value (15, 81) which is greater than t-table value (1.717). It indicated that the research hypothesis is accepted. It is proved that the use of words analogy technique is effectively in increasing vocabulary mastery.

Suggestion

Based on the conclusion of the research above, it is known that using Words Analogy technique is effective to increase students vocabulary. The researcher would like to delivers some suggestions for; the first, teacher of English subject use Words Analogy tehnique in teaching and learning process because it can increase students vocabulary and make the students active in learning process. The second, the students must try to memorize more vocabulary and make it in sentences. The last, school must provide many methods, techniques, and strategies in teaching and learning English so, student can interest to follow the learning process.

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APPENDICES

Table 1
Result of the students' pre test

| No | Initials | Obtained Score | | | Total Score | Individual Score |
		Multiple Choice Sentences	Multiple Choice Phrases	Matching		
1	ADK	6	3	1	10	33,3
2	ABL	5	2	5	12	40
3	ALN	4	5	0	9	30
4	AMS	2	3	1	6	20
5	DDA	2	4	3	9	30
6	DSA	5	2	7	14	46,7
7	FRT	3	2	4	9	30
8	HLN	5	4	2	11	36,7
9	LYR	8	2	3	13	43,3
10	MAZ	8	4	8	20	66,7
11	MZR	5	5	3	13	43,3
12	NFH	4	2	5	11	36,7
13	NHD	3	7	1	11	36,7
14	RBS	5	4	3	12	40
15	RZD	6	2	0	8	26,7
16	RTJ	4	5	4	13	43,3
17	SFB	7	3	1	11	36,7
18	WHU	6	4	0	10	33,3
19	MRZ	2	3	3	8	26,7
20	NRD	5	2	7	14	46,7
21	AWD	4	8	2	14	46,7
22	NRN	2	3	1	6	20
23	DGN	5	6	5	16	53,3
		Total				∑ 866,8

Table 2
The Post-test Score of students

| No | Initials | Obtained Score | | | Total Score | Individual Score |
		Multiple Choice Sentences	Multiple Choice Phrases	Matching		
1	ADK	8	7	6	21	70
2	ABL	9	7	7	23	76,7
3	ALN	8	6	5	19	63,3
4	AMS	8	5	8	21	70

No	Initials					
5	DDA	9	7	8	24	80
6	DSA	9	8	8	25	83,3
7	FRT	7	9	6	22	73,3
8	HLN	8	7	8	23	76,7
9	LYR	10	7	8	25	83,3
10	MAZ	10	8	8	26	86,7
11	MZR	8	6	7	21	70
12	NFH	7	8	8	23	76,7
13	NHD	8	4	7	19	63,3
14	RBS	8	6	8	22	73,3
15	RZD	8	6	5	19	63,3
16	RTJ	9	7	8	24	80
17	SFB	7	6	5	18	60
18	WHU	8	5	5	18	60
19	MRZ	6	4	5	15	50
20	NRD	7	6	8	21	70
21	AWD	6	7	6	19	63,3
22	NRN	7	5	6	18	60
23	DGN	7	6	7	20	66,7
	Total					∑ 1619,9

Table 3
Deviation of Pre-test and Post-test

No	Initials	Student's Individual Score		Deviation (d)	Square Deviation (d²)
		Post-test	Pre-test		
1	ADK	70	33,3	36,7	1.346,89
2	ABL	76,7	40	36,7	1.346,89
3	ALN	63,3	30	33,3	1.108,89
4	AMS	70	20	50	2.500
5	DDA	80	30	50	2.500
6	DSA	83,3	46,7	36,3	1.339,56
7	FRT	73.3	30	43,3	1.874,89
8	HLN	76,7	36,7	40	1.600
9	LYR	83,3	43,3	40	1.600
10	MAZ	86,7	66,7	20	400
11	MZR	70	43,3	26,7	712,89
12	NFH	76,7	36,7	40	1.600
13	NHD	63,3	36,7	26,6	707,56
14	RBS	73,3	40	33,3	1.108,89
15	RZD	63,3	26,7	36,6	1.339,56
16	RTJ	80	43,3	36,7	1.346,89
17	SFB	60	36,7	23,3	542,89
18	WHU	60	33,3	26,7	712,89
19	MRZ	50	26,7	23,3	542,89
20	NRD	70	46,7	23,3	542,89
21	AWD	63,3	46,7	16,6	275,56
22	NRN	60	20	40	1.600

| 23 | DGN | 66,7 | 53,3 | 13,4 | | 179,56 |
| | | | Total | | ∑ 752,8 | ∑ |

26.829,59

| | | | Total | | ∑ 752,8 | 2075 |

26.829,59