


INCREASING THE STUDENTS' VOCABULARY ACHIEVEMENT IN WRITING SKILL THROUGH WORD ANALOGY TECHNIQUE

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: June 20, 2022 Revised: June 29, 2022 Accepted: August 28, 2022 Published: April 29, 2024</p> <p>Keywords: Vocabulary Writing Word Analogy Technique</p>	<p>The objectives of this research is to find out How are the students' vocabularies achievement in Writing through word analogy technique in term of noun at the Seventh Grade of MTS Al-hidayah Lemoa and How are the students' vocabularies achievement through word analogy technique in term of adjective at the Seventh Grade of MTS Al Hidayah Lemoa. This research used Classroom Action Research (CAR), which consists of two cycles and each cycle has four meetings. The result of the study was the used of Word Analogy Tecnique in teaching vocabulary substantially increased students' vocabulary achievement at MTS Al Hidayah Lemoa. The students increased in vocabulary after using word analogy technique was very good. The students total score in nouns got 895 score in cycle I and in cycle II got 1410 score while the students total score in adjective got 900 in cycle I and in cycle II got 1720 score. The mean score for noun in cycle I got 4,5 score and in cycle II got 7,5 score while for adjective in cycle I got 4,5 mean score and in cycle II got 7,8 mean score it shows that from the diagnostic test who noun got 2,9 score and adjective 2,0 score the students' vocabulary has increased.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Speech sounds and written symbols were joined into words and sentences in order to represent ideas through language, which was a method of communication used by the inhabitants of a specific nation or region to talk or write. All nations have different languages, but English was the only one that could be used by all of them since it was universally understood.

The English language served as a vital tool for international communication, connecting people from all corners of the globe. English, being a global language, has a wide range of connections to different facets of human existence. From elementary school to university, English was a required course of study in Indonesian schools.

English language students are expected to have proficiency in four skills: listening, speaking, reading, and writing. There are eight components of speech in the English language: nouns (adjectives), prepositional phrases (conjunctions), conjunctive phrases (adjectives), and interjections. The pupils must first study vocabulary before they can learn the rest of the English language. That is to say, a student or learner can't communicate effectively in a foreign language unless they are familiar with its terminology.

When it comes to language, vocabulary is a group of words and phrases that are known to the speaker. A language's vocabulary is a helpful and important instrument for communication and information acquisition since it includes every word in the language.

According to various scholars, vocabulary is defined in a variety of ways. Lehr (2004: 1) defines vocabulary as the ability to understand the meaning of words in both written and spoken language. Other experts, such as Linse (2010:121) and Pribilova (2006:13), believe that vocabulary is a collection of terms learned in other languages. Currently, methodologists and linguists are emphasizing the importance of vocabulary in language instruction and reevaluating some of the methods used to teach and learn it. For a long time, teaching vocabulary was considered an afterthought to the primary goal of language instruction. Because the skeleton of language is made up of language structures, students who lack a sufficient vocabulary will find it difficult to grasp the language. According to Harmer (1991: 153), vocabulary is what gives language its vital organs and flesh.

Choosing vocabulary as a topic for this study was made because of its relevance in learning English. The purpose of this study is to see if it is possible to raise the vocabulary levels of pupils at MTS Al-hidayah Lemoa. Because of my conversations with the teacher at MTS Al-Hidayah Lemoa, I was able to gather some information about the students' disinterest in learning English, including how easily they get bored in class, how difficult it is for them to retain vocabulary, and how they go about looking up new words in dictionaries. People who are not fluent in English find it difficult to convey their thoughts, and take a long time to comprehend a passage in the language.

Researchers will use a word analogy method to help pupils improve their vocabulary in writing. Using this method, students are able to think about old concepts in new ways, integrating their past experiences with new knowledge. Analogies are a great way for students to draw on their prior knowledge while developing new ones. Students are pushed to dig deeper and challenge their understanding of the subject as they work to create a new parallel.

Comparing two seemingly unrelated objects based on their likeness in certain specifics was the basis for word analogy, which was an attempt to explain the similarities and contrasts between two otherwise unlike things. It is possible to transmit information or meaning from one subject to another by the use of a linguistic term known as "word analogy."

In this research the researcher will improve the student's vocabulary skills from the two parts of speech namely nouns and adjectives. Refers to the statements above the researcher concluded that vocabulary must be taught as better as possible and the teachers have to be innovative, because the students have difference's opinion, mind and character in learning which must be solved in the correct method.

RESEARCH METHOD

Research Design Using Classroom Action Research (CAR), the researcher will implement the study's methods, including planning, implementing the plan, monitoring the action, and reflecting on the results. Qualitative and quantitative research can be found in classroom action research. Data was obtained using the CAR method in this classroom action research. Research is broken into two cycles with four phases or meetings in the first cycle. Research Subject are students in the seventh grade at MTS Al-Hidayah Lemoa were the focus of this classroom action research. There are 20 students in the seventh-grade class, 12 of whom are female and eight of whom are male to collect, measure, and evaluate data pertaining to the research aims, the research instrument was employed. The data was gathered through the use of a vocabulary exam. The purpose of a vocabulary test is to determine how well students have progressed following the teaching of the learning process, particularly after using word analogy

RESULT AND DISCUSSION

1. The improvement of students' vocabulary achievement through word analogy

Nouns and Adjectives are the two categories in which the researcher breaks down her data analysis into students' vocabulary. Students in Mts Al Hidayah Lemoa's VII grade showed

considerable improvement in their vocabulary after the intervention was implemented, according to the study's findings. As shown in the on the table.

Table 1. Percentage of the Students' Vocabulary in using Noun

Classification	Range	D-Test	Noun		Percentage (%)	
			cycle I	cycle II	Cycle I	Cycle II
Excellent	96 - 100	-	-	-	-	-
Very good	86 - 95	-	-	-	-	-
Good	76 - 85	-	-	13	-	65%
Fairly good	66 - 75	-	-	-	-	-
Fair	56 - 65	-	-	7	-	35%
Low	46 - 55	2	9	-	45%	-
Very low	0 - 45	18	11	-	55%	-
Total		20	20	20	100%	100%

Based on the data of the results of the observation indicating that some students have a limited vocabulary, we can see from the diagnostic test (D-Test) that as many as 18 students received a score of very low and 2 students received a score of low. Furthermore, after applying the Word analogy technique to vocabulary nouns, the evaluation revealed that in cycle I, 11 students received a score of (29 percent) classified as very low and 9 students received a score of (20 percent). Because in cycle I the students' vocabulary was still very low, the researcher needed to stabilize the second cycle or cycle II, particularly the students' vocabulary ability in using nouns. As a result, in cycle II there were 7 students who received a score of 18 percent and 13 students who received a score of 32 percent. The conclusion is that the pupils' vocabulary expanded throughout cycle II. To know the improvement clearly, look at the following chart:

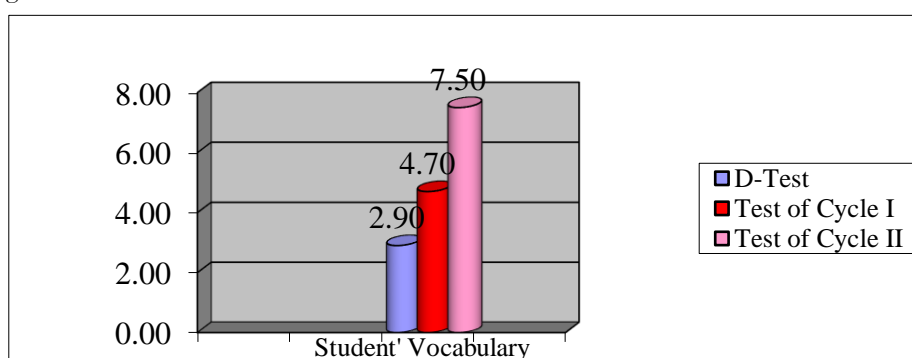


Chart 1 illustrates that the results of the students' vocabulary using the word analogy approach

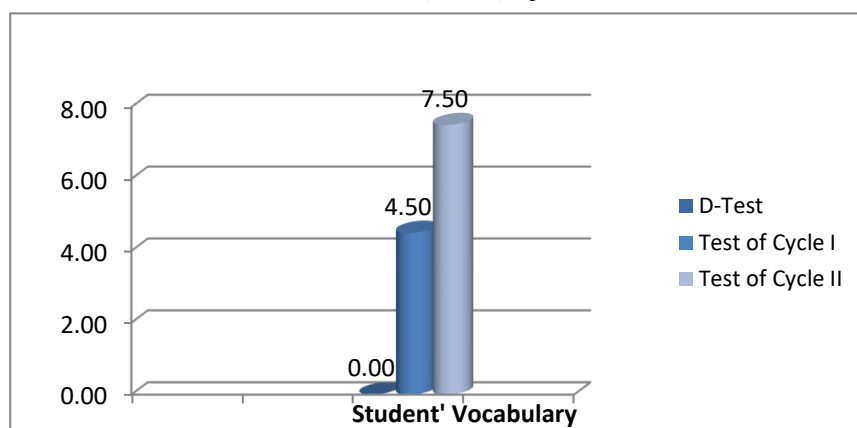
The aforementioned chart 1.1 illustrates that the results of the students' vocabulary using the word analogy approach might lead to an increase in their English-language skills. In this figure, explain how the mean score for accomplishment vocabulary noun on the diagnostic exam was 2.90, how the mean score for word analogy in cycle I was 4.70, and how the mean score for word analogy in cycle II was 7.50.

Table 2: Percentage of the Students' Vocabulary in Using Adjective.

Classification	Range	D-Test	Adjective	Adjective	Percentage (%)	
			cycle I	cycle II	Cycle I	Cycle II
Excellent	96 - 100	-	-	-	-	-
Very good	86 - 95	-	-	5	-	75%
Good	76 - 85	-	-	14	-	25%
Fairly good	66 - 75	-	-	-	-	-
Fair	56 - 65	-	2	1	10%	5%
Low	46 - 55	-	9	-	45%	-
Very low	0 - 45	20	9	-	45%	-
Total		20	20	20	100%	100%

The data from the observational results indicate that some students have a limited vocabulary. However, before applying word analogy in the diagnostic test, it was determined that the students' vocabulary was very low, especially in adjectives. Twenty students received a very low score, and after applying word analogy specifically in adjectives, the final evaluation revealed that in cycle I, nine students received a score of 20 percent, which is classified as a very low score, and nine students received a score of sc. Because in cycle I the students' vocabulary was still very low, the researcher needed to stabilize it in cycle II, particularly the students' vocabulary in using adjectives. As a result, in cycle II one student received a score classified as fair, fourteen students received a score classified as good, and five students received a score classified as excellent. From the aforementioned categorization, it can be stated that the pupils' adjective vocabulary rose throughout cycle II.

To see the progress clearly, please refer to the accompanying chart:



The figure 2 the outcome of the students' vocabulary through the use of word analogy approach

In this chart describe the mean score of achievement vocabulary noun from the diagnostic exam indicates the students received 2,00 mean score, after applied word analogies in cycle I the students obtained 4,50 mean score and in cycle II the students got 7.50 mean score.

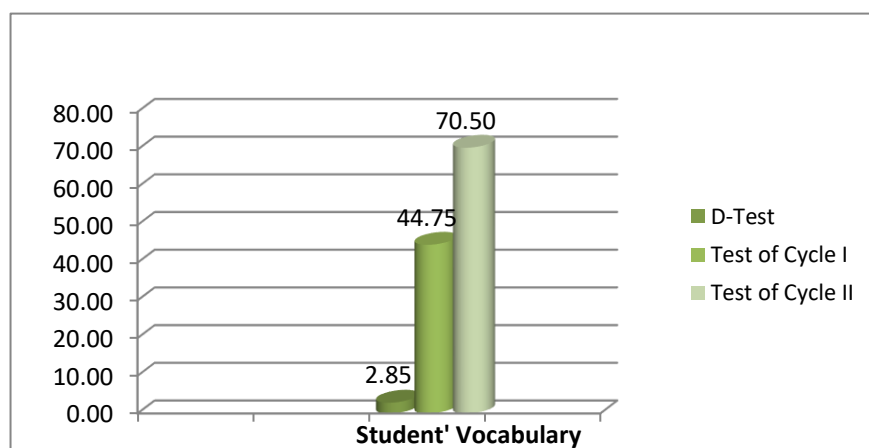
Table 3: The improvement of Students' Vocabulary Noun and Adjective through word analogy technique

No	Indicator	Mean score		
		Cycle 1	Cycle 2	Percent %
1.	Noun	4,7	7,5	66%
2.	Adjective	4,5	7,8	73%

The table above indicates that the students' vocabulary achievement improved from D-Test to cycle I and cycle II. The students' mean score in vocabulary achievement on D-Test was 2.9% for nouns and 2.0% for adjectives, but after evaluation in cycle I, their vocabulary achievement was 4.7% for nouns and 7.5% for adjectives. There were 66 percent of the total. There was also a considerable improvement in the vocabulary achievement of children between cycle I and cycle II, with 73 percent of students achieving a vocabulary score of 4.5 for nouns and 7.8 for adjectives in cycle II.

The table above demonstrates that the adoption of the Word Analogy Technique resulted in a considerable increase in the vocabulary accomplishment of students in cycles I and II, after the implementation of an action.

The following chart was produced so that the growth of the kids' language skills could be seen clearly:



The above graph 3 demonstrates that the improvement in cycle II vocabulary achievement was 73% more than in cycle I (66%). It also demonstrates that following evaluation in cycle I and cycle II, there was a considerable increase in the students' vocabulary achievement, as indicated in the chart, after implementing Word Analogy Technique in cycle.

Based on the aforementioned facts, the researcher may infer that using or utilizing the word analogy strategy can aid in enhancing pupils' vocabulary. Although this strategy involves a lengthy procedure to develop vocabulary since it must be often applied to students, the outcomes are highly successful.

Discussion

The research was completed in two cycles, with each cycle containing four sessions. To clarify this topic, the researcher would like to explain the following outcome of data analysis:

The vocabulary achievement of the first-year students at Mts Al Hidayah Lemoa was relatively poor or less than average, as determined by the test's data analysis. In order to clarify this topic, the researcher will elaborate in two parts: (1) the students' vocabulary in noun usage as measured by the word analogy approach (2) the kids' adjective vocabulary by word analogy strategy.

Explanations as follows:

The students' vocabulary in utilizing noun and adjective in the seventh grade (VII) of Mts Al Hidayah Lemoa in the academic year 2020/21 through the use of word comparison.

1) Learning vocabulary in using noun

After testing and monitoring students throughout the first cycle, it was discovered that practically all students lacked proficiency in utilizing nouns; the reasons for this were that students never studied nouns in depth. Due to this issue, the researcher attempted to offer more explanation about the usage of nouns in the second cycle, and the results indicated an improvement over the first cycle. However, the amount of students' noun and adjective vocabulary in the first cycle differs from the second cycle (vocabulary test).

After testing and watching in the second cycle, the vocabulary indicator has significantly improved. In this part, the majority of students have an extensive vocabulary, whereas only a minority of students have a limited vocabulary (vocabulary test of second cycle).

2. Learning vocabulary in using adjective

There was a lack of students' vocabulary in the first cycle, with only 20% of students receiving a satisfactory grade, and the students' tendency of using Indonesian as a second language was a contributing factor (test of first cycle). The researcher had to put in extra effort in the second cycle to resolve this issue. After a second round of testing and observation, the results showed that the prior round's gains had been nearly matched. Indicators of vocabulary were at their highest levels. Word analogy and vocabulary activities, according to Halima Supa (2018)'s research, do not improve memory or the ability to recognize connections between word pairs. According to Ann Racker (2000:1), this is connected to her assertion. A ten-point analogy is a common occurrence on standardized tests. In solving analogies, your goal is to discover a word that appropriately completes the second pair of words. This study's findings are comparable to earlier ones because students improved their vocabulary by using a technique called word analogy.

3. The improvement of the students' vocabulary achievement through word analogy technique had effect that was effective.

The mean score of students' vocabulary achievement in employing nouns was 4,7 in cycle I and 7,5 in cycle II, according to the researcher. Cycle I students' vocabulary scores in adjective use were 4, whereas cycle II students' scores were 7, according to the study's findings. In terms of standard curriculum and target score, it was still a long way off. A score of 75.0

was the desired outcome, with the standard curriculum scoring 65.0. As a result, getting the desired result in cycle II could be the goal.

CONCLUSION

Based on the result of the research findings and discussion in the previous chapter, the researcher comes to the following conclusion; (1) The first-year students of Mts Al Hidayah Lemoa utilized word analogies effectively in order to boost their vocabulary skills. The teaching style had a significant effect on the accomplishment of pupils, particularly in vocabulary nouns. In cycle I, there were 11 students with a score of (55%) classed as very low and 9 students with a score of (45%) classified as poor, but in cycle II, there were 7 students with a score of (35%) rated as fair and 17 students with a score of (65%) classified as good; (2) The first-year students of Mts Al Hidayah Lemoa benefited from the application of word analogy to enhance their vocabulary skills. The teaching style had a significant effect on the accomplishment of pupils, particularly in vocabulary adjectives. In cycle I, 9 students with a score of (45 percent) were classified as very low, 9 students with a score of (45 percent) were classified as low, and 2 students with a score of (10 percent) were classified as fair, whereas in cycle II, 1 student with a score of (five percent) was classified as fair, 14 students with a score of (seventy percent) were classified as good, and 5 students with a score of (twenty-five percent) were classified. On the basis of the result score of cycle I and cycle II, the researcher will demonstrate the progress in vocabulary achievement by the mean score of the students. The students' vocabulary achievement on the D-test resulted in a mean score of 2.85 for nouns and 2.0 for adjectives; however, after evaluation in cycle I, nouns received a mean score of 4.70 and in cycle II, 7.50, while adjectives received a mean score of 4.50 in cycle I and 7.80 in cycle II; there was a significant improvement in students' vocabulary achievement by applying the word analogy technique.

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