

TEACHING VOCABULARY USING ANALOGY THROUGH COOPERATIVE LEARNING TO THE STUDENTS OF JUNIOR HIGH SCHOOL

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Abstrak

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 and language skills. 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 objectives. 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. In writing this paper, the writer uses library research in which the writer collects many sources from books and internet to support the discussion.

The result shows that way to teach vocabulary using Analogy through cooperative learning is divided by three activities. They are pre teaching, whilst teaching and post teaching. In pre teaching, the teacher takes several minutes to govern the students to seat on the chairs that have been rearranged before. After everything was under controlled, then the teacher asks students to make groups and checks their readiness to start the lesson. In whilst teaching, the first the teacher informs them what they are going to do, the second the teacher explains the material about vocabulary using Analogy. The next step is to determine the relationship between the first two words in the analogy. Based on that relationship, students can choose the answer for 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 attract 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 learners' attention, they provide a sense of the context of the language and give a specific reference point or stimulus, analogy is interesting 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.

I. INTRODUCTION

English is a foreign language in our country which is taught from Elementary school to university. English is very important to adopt and to develop science, technology and culture. By mastering English, it is hoped that the students can develop themselves to be intellectual, skillful, and having Indonesian personality in such a way that they can participate in the national development.

Teaching English to students should cover the four language skills including speaking, listening, reading, and writing. While the language components that should also be taught are pronunciation, vocabulary, and grammar of English.

Most of the Junior High School students are poor on vocabulary mastery. Vocabulary is an important language component that supports the language skills. According to Zimmerman in Coady (1997: 5), vocabulary is considered as one of the most important aspects of second language learning and priority placed on developing a scientific and rational basis for selecting the vocabulary content of language courses.

Based on this theory, it can be inferred that learning vocabulary is important. In addition, it can also lead us easily understanding new concepts as Edge (1993: 27) states that “the more words you know, the better your chance of understanding or making yourself understood. He also adds that vocabulary is fundamental in language 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.

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 improving the students’ ability in mastering 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, etc.

The writer hopes that teaching vocabulary is one of the several ways to make the students of Junior High School are interested and easy to master English, and students will be able to convey their ideas, and messages, and to express their feeling as well. The material construction should be taken into account of four major language skills namely listening, speaking, reading, and writing, as reflected on abilities and skills concerning the language use. Hopefully students are able to express simple expression to emphasize the vocabulary mastery.

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 and language skills. 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 (http://www.ehow.com/how_5420319_teach-analogy.html). Based on the role of analogy to teach vocabulary, the writer thinks that it can be used by English teacher to teach vocabulary in Junior High School.

a. Statement Of The Problems

Based on the background of the study above, the writer wants to state a problem. The problems are as follows: How to teach English vocabulary using analogy to Junior High School students? and What are the advantages and disadvantages of teaching vocabulary using analogy?.

b. The Purpose Of The Study

Based on the problem statement above, the writer wants to state the objectives of the study as follows: To describe the way of teaching vocabulary through analogy to Junior High School students, and To describe the advantages and disadvantages of teaching vocabulary using analogy in Junior High School.

II. REVIEW OF RELATED LITERATURE

a. Teaching and Learning English

There are many definitions of teaching. It is developing from time to time. The word teaching, according to **Ferlex (2005: 67)**, derives from teach-ing that means the act, practice, occupation, or profession of a teacher and something taught. Hornby (1995: 1225) says that teaching divides from the word “teach”. It means to show somebody how to do something so that they will be able to do it themselves. Further, he adds that teaching is to give somebody information about a particular subject or help somebody learn something.

Moreover Brown (1994: 7) states that teaching is guiding and facilitating the teaching learning that can make the students learn. Teaching is not transferring the knowledge to the learners, but helping the students to develop their knowledge (Bowden and Ference in Nurkamto (2001: 290)).

Descriptively, teaching is giving information to the student from the teacher. This process can be considered as transferring the knowledge. In the teaching learning language, teaching is more appropriate to be said as implanting the knowledge.

From the social perspective, learning is the goal of teaching and education, (<http://en.wikipedia.org/wiki/Learning>, taken on Monday, December 26nd 2011). According to Richards, et al (1990: 162), learning has the same meaning with acquisition. He gives a definition that acquisition is the process by which a person learns a language which is sometimes called acquisition instead of learning, because some linguistics believe that the development of a first language in a child is a specific process.

Conscious learning is a capacity requested by students. Therefore, it is usually goal-oriented and requires a motivation. Learning has also been mathematically modeled using a differential equation related to an arbitrarily defined knowledge indicator with respect to time, and dependent on a number of interacting factors (constants and variables),

such as initial knowledge, motivation, intelligence, knowledge anchorage or resistance, etc.

Thus, learning does not occur if there is no change in the amount of knowledge even for a long time, and learning is negative if the amount of knowledge is decreasing in time. Inspection of the solution to the differential equation also shows the sigmoid and logarithmic decay learning curves, as well as the knowledge of carrying capacity for a given learner.

b. English Vocabulary

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

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 Hornby (2002: 6). According to Red John (2000: 16) 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.

Then, Haycraft (2004: 13) supports the definition of vocabulary. He divides it into two, namely active and passive vocabulary. Active vocabulary is the word, which the students can understand and pronounce correctly and constructively in speaking and writing. While passive vocabulary is the word that the students can recognize and understanding when they occur and in a context, but they cannot produce correctly.

c. Analogy

Analogy is an important part of teaching vocabulary. According to Richards and Schmidt (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. For example, knowing that the past tense of *sing* is *sang*, a learner might guess by analogy that the past tense of *fling* is *flang*.

Vocabulary needs to find its way into the classroom, and analogy is a great way to do that. By using analogy, teachers can help students develop higher-level thinking and language skills. Analogies, or the likening of one thing to another based upon similarity, are often given on standardized tests.

(http://esl.about.com/od/learningtechniques/a/word_analogy.htm)

d. Cooperative Learning

The word “cooperative“ is derived from the word “cooperate”. According to Hornby (1995:257) cooperative is involving acting or working together with another or others for a common purpose. Lie (2008:8) said that cooperative learning is an alternative draw in solving problem faced in the effort activating student in learning. In cooperative learning methods, students work together in four-member teams to master material initially presented by the teacher (Slavin, 1995:4).

Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. According to Johnson & Johnson (1999) as quoted by Johnson and Stanne (2000:2), Cooperative learning exists when students work together to accomplish shared learning goals. Each student can then achieve his or her learning goal if and only if the other group members achieve theirs. In the past three decades, modern cooperative learning has become a widely used instructional procedure in preschool through graduate school levels, in all subject areas, in all aspects of instruction and learning, in nontraditional as well as traditional learning situations, and even in after-school and non-school educational programs.

III. DISCUSSION

a. The Application of Teaching Vocabulary Using Analogy through Cooperative Learning

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.

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.

The writer believes that using analogy through cooperative learning is very useful and effective for teaching vocabulary.

1. Lesson Plan

As stated on the previous chapter, there are four characteristics of cooperative learning. They are the ways the groups or teams are made up, the kinds of tasks students do, the group s’ rules of behavior, and their self-esteem and reward systems. Therefore, based on these characteristics, the writer will explain how to teach vocabulary using analogy through cooperative learning in junior high school.

LESSON PLAN

Subject : English/Vocabulary

Time : 2 x 40 Minutes

Class : VIII/I

I. STANDARD COMPETENCE

Expressing the meaning in transactional and interpersonal conversation in daily life context

II. BASIC COMPETENCE

Expressing the meaning by emphasizing the interpersonal meaning which is complex in interpersonal and monologue course.

III. INDICATOR

- Students are able to mention some vocabularies
- Students are able to translate each word given by the teacher

IV OBJECTIVES

- Students are able to mention some vocabularies using analogy
- Students are able to analogize some words

V. TEACHING METHOD

- Three Phases

VI. STEPS OF TEACHING

a. Pre teaching

- The teacher takes several minutes to govern the students to seat on the chairs that have been rearranged before.
- The teacher asks students to make groups and checks their readiness to start the lesson.

b. While teaching

- The teacher informs them what they are going to do.
- The teacher explains the material about vocabulary using analogy.
- He/she presents the words above and writes them on the blackboard.
- The teacher pronounces the words for the students, making sure that he or she looks at the words as it is pronounced.
- He/she asks the student to repeat his/her spelling about the words.
- The teacher asks students to make group.
- The teacher asks each group to discuss about the words
- He/she explains the meaning of each word and present the word in written sentence context such as read the sentence to the students.

c. Post teaching

- The teacher gives a test to each group to check to their understanding about the vocabularies gained from the activity.

2. Vocabulary Classroom Activity

Based on the lesson plan above, the followings are the description of the process of the teaching vocabulary using analogy through cooperative learning.

a. Pre-teaching

Before the activity is started, the teacher takes several minutes to govern the students to sit on the chairs that have been rearranged before. After everything was under control, the teacher asks the students to make groups and checks their readiness to start the lesson.

b. While-teaching

When the students are really ready, the class is begun, at the first the teacher informs them what they are going to do, the second the teacher explains the material about vocabulary using analogy.

Here are numbers of word analogy in a wide variety of categories. Once students have studied these words, make sure to take the [word analogy quiz](#) to help review the word analogy students have learned.

Word Analogy: Antonyms or Opposites

- hot → cold
- up → down
- black → white
- happy → sad

Word Analogy: Relationships Expressing a Part of the Whole

- eye → head
- finger → hand
- cent → dollar
- inch → foot

Word Analogy: Relationships between Numbers

- one → two
- two → four
- six → thirty-six
- two → four

Word Analogy: Sequences

- breakfast → lunch
- morning → afternoon
- Monday → Tuesday
- AM → PM

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

- library → student
- computer → programmer
- car → driver
- piano → musician

Word Analogy: Grammatical Relationships

- I → me
- He → him
- drive → driven
- fly → flown

Word Analogy: Group Relationships

- student → class
- member → club
- player → team
- representative → congress

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

- thirsty → drink
- tired → sleep
- dirty → wash
- funny → laugh

In order to develop the students' vocabulary mastery such the words above, the teacher can apply the following steps:

- 1) After the teacher explains the material, he/she presents the words above and writes them on the blackboard.
- 2) The teacher pronounces the word for the students, making sure that he or she looks at the words as it is pronounced.
- 3) He/she asks the student to repeat his/her spelling about the words. Here the teacher should make sure that the students look at the word when it is.

b. The Advantages of Using Analogy through Cooperative Learning in Teaching Vocabulary at Junior High School Students

According to the writer, the advantages of using analogy through cooperative learning in teaching vocabulary for junior high school students are as follows:

- 1) It makes the vocabulary learning more enjoyable and interesting.
- 2) It makes the students to be enthusiasm in learning process and makes the class more active and alive.
- 3) It can attract the students' curiosity in learning new vocabulary, and also it can make them easier to learn new words.
- 4) Students can get the chance to show their ability. They are motivating and draw learners' attention.
- 5) They provide a sense of the context of the language and give a specific reference point or stimulus.
- 6) Analogy is interesting for the students, so it can support the students to learn vocabulary.
- 7) Finally, the teacher can get relaxed situation in teaching process, and also the students can do their tasks in relax and enjoyable situation.

IV. Conclusion

In pre teaching, the teacher takes several minutes to govern the students to sit on the chairs that have been rearranged before. After everything was under controlled, the teacher asks the students to make groups and checks their readiness to start the lesson.

In whilst teaching, the first the teacher informs them what they are going to do, the second the teacher explains the material about vocabulary using analogy. The next step is to determine the relationship between the first two words in the analogy. Based on that relationship, students can choose the answer for 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.

The second is advantages and disadvantages of teaching vocabulary using analogy through cooperative learning. 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 attract 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 learners' attention, they provide a sense of the context of the language and give a specific reference point or stimulus, analogy is interesting 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.

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