

TEACHING VOCABULARY BY USING SEMANTIC FEATURE ANALYSIS STRATEGY FOR THE YOUNG LEARNERS

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Abstrak

Bahasa Inggris telah menjadi peran sangat penting saat ini. Kenyataan ini tidak bisa di pungkiri jika kita melihat kenyataan bahwa bahasa inggris di anjur kan dari sekolah dasar sampai Perguruan Tinggi. Dengan kosa kata yang mencukupi, Siswa diharapkan dapat menggunakan kosa kata tersebut dalam komunikasi sehari – hari, walaupun dengan bahasa yang sangat sederhana. Jurnal ini bertujuan untuk mencoba memberikan salah satu cara alternative dalam pengajaran kosa kata secara cepat dan tepat pada siswa TK Pertiwi 3 yaitu *Semantic Feature Analysis Strategy*. Ini adalah sebuah Strategy yang praktis dan tepat untuk memperkenalkan kosa kata baru sebagai komponen dasar dalam penguasaan keterampilan berbahasa Inggris dapat berjalan lebih efektif dan siswa dapat lebih termotivasi untuk belajar kosa kata baru. Semua penjelasan tentang teknik ini dan unggulan pengajaran *semantic feature analysis* akan dituangkan dalam tulisan ini. Penelitiannya adalah penelitian Tindakan Kelas, setelah di ujikan kepada siswa taman kanak – kanak jadi hasilnya menunjukan *pronunciation 55%, Spelling 80%, pada Grammar 75%, meaning 89%*. Ini menunjukkan bahwa kemampuan siswa taman kanak- kanak Pertiwi 3 telah mengalami perubahan yang baik dalam mempelajari kosa kata dengan menggunakan Semantic feature analisis.

Abstract

English has dominated many fields of educational and job in Indonesia as developing country. Indonesia is participating actively in the most recent development of communication. In education, English has been nationally examined in every year either it must learn by from kindergartens, Junior high school up to senior high school. In this journal, the writer tries to suggest the teacher, especially English teacher, to motivate their pupils in learning vocabulary more lively. In this case, semantic feature analysis can be interesting subject for pupils. Based on the analysis of the pupils score in the test. For the first indicator 55 % and the second indicators 80 %, for the third indicators 75 % and the last indicators 89 %. That concluded that there is significant increasing in learning vocabulary in Pertiwi 3 Kindergarten by using semantic Feature Analysis.

Keywords : *Vocabulary by Using Semantic Features Analysis*

INTRODUCTION

English has dominated many fields of educational and job in Indonesia as developing country. Indonesia is

participating actively in the most recent development of communication. In education, English has been nationally examined in every year either it must learn

by from kindergartens, Junior high school up to senior high school.

Vocabulary is one of important components of English Language and it is an integrated skill in English, because of that, vocabulary considered as an important element to master the four skills in English. The pupils can use the four skill if they have sufficient vocabulary. The pupils/ students can speak English fluently if they have many vocabularies and ability to write the words clearly in English. Thus, to make students understand about English vocabulary, should be taught to the students. According to Linse (2005), vocabulary is the collection of words that individual knows

Teaching vocabulary is a basic problem from young learners, because it's the first step to study English for them. Thus, the teacher must be able to prepare the material well and make the pupils have motivation in learning vocabulary. Furthermore, the teacher should make pupils interested in learning vocabulary, so they can memorize the vocabulary that were given by teacher.

Based on the writer experience of teaching practice especially for young learner, many pupils do not focus on their attention to their teacher any more, therefore they do not interest in learning vocabulary. This problems happens because of several reasons. First, the pupils didn't understand the meaning of the words with appropriate to context. Second, the pupils have limited vocabularies is caused by the pupils themselves. Third, most of pupils didn't know how to use words accurately in certain context. It means that the pupils still find difficulty in using vocabulary they have known. Fourth, the pupils are not interested and not focus in learning vocabulary because the pupils are difficult to remember

the vocabularies they had learn. As the result, many pupils still lack of vocabulary.

To solve this problem, the teacher should be able to choose a strategy to teach vocabulary effectively, because the teacher should be able designing the strategy that can catch the pupils' attention and make them to be active. One of them is Semantic Feature Analysis, this strategy can help the pupils for comparing and contrasting the terminology of subject by it's features or characteristic. So, the writer only focuses on using semantic Feature Analysis Strategy.

In learning a foreign language, teaching vocabulary takes a large part. When the people begin to learn this language, the people will acquire vocabulary of the language. There are many theories and definition about vocabulary that are explained by the experts. Vocabulary is all the words by the people who used the language in context. So that vocabulary can help someone to use a language through communication and to understand what is being read or listening English language. In understanding English, the learners should comprehend the vocabulary. Vocabulary is major core in studying a foreign language because without sufficient vocabulary, someone can not speak English well or express ideas effectively, furthermore vocabulary is important in speaking.

Hornby (1995), explain that vocabulary is all the words known to a person or used in a particular book, subject. It means the students will use word in learning English. The pupils can know or use new vocabulary in every lesson, without vocabulary the students not practice English clearly. In every word have a meaning and communicating or other function

Furthermore, Nunan (2000) mentions that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, someone will be unable to use the structures and function. It means this skill will be successful if the students have adequate vocabulary.

In addition, Cameron (2001), says that building up a useful vocabulary is central to the learning of foreign language at primary level. If the pupils do not know to expand their vocabulary, they may lose their interest and motivation in learning English.

According to Mc Keown and Kucan in Linse (2002), word knowledge is not black and white, and understanding vocabulary is not simple as either knowing a word or not knowing it. If the pupils do not seriously learning of vocabulary, they will difficult in understanding new information words.

Moreover, according to lines(2005), vocabulary is the collection of words that an individual knows. It means that vocabulary is the total number of words as individual knows that include noun, verb adjective, adverb and preposition. Thus, vocabulary is words that have meaning and have part such as function words context word and lexical items.

Based on the explanation above, the writer concludes that vocabulary is the total number of as individual know and use in their language activities. Besides that, vocabulary is set of words that have meaning which is used by the people to communication with others and it is also as a main part of language. It shows that vocabulary is very important skill in learning English as an aspect in the

mastering of four skills that are used to communication well.

Vocabulary as an essential in learning a foreign language or second language has some types. Haycroff (1984), classifies the vocabulary in to two kinds. They are active vocabulary and passive vocabulary. Active Vocabulary, words refers to the words can be pronounced means as the words that are used in comprehending reading text and listening.

Besides, Kamil and Hierbert (2007), also divide vocabulary into, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or seen them, while productive vocabulary includes words that can we use when speak or write.

Jacson (2002/, also classifies vocabulary into two types: active vocabulary and passive vocabulary. Active vocabulary is the words that that the people use in their speech and writing, passive vocabulary means the words that the people recognize and can make sense in the speech and writing of other people.

Based on the discussion above, it is clear that vocabulary can be grouped into several parts, which depend on it is meaning and words class. If the pupils know parts of vocabulary so that they will easy use vocabulary in lesson.

Teaching vocabulary is the first step to teach for kindergarten. The teacher should know how to teach vocabulary well to the students in order to understand the lesson easily. Nunan (2000), states a person is better served by vocabulary and grammar in the early stage in learning and using a foreign language. It means that learners should learn vocabulary first before moving

forward to other language components. Without having enough vocabulary, the students will not be able to use the structure and functions words in the context. Furthermore, the teacher should try to find the Appropriate media in teaching vocabulary in order that the pupils will get comprehend of the words and enjoy their lesson.

Furthermore, Ur (1991) explains, in teaching vocabulary, the teacher should consider several things, such as:

a. Pronunciation and Spelling

In teaching vocabulary the teacher should teach how pronunciation of words. It is sounds of the words. Here, the pupils know what a words sound and how to pronounce it. Furthermore, the teacher should explain form words and how pronunciation of words.

b. Grammar

The teacher also teach grammar in teaching vocabulary for the pupils because vocabulary consist of noun, verb, adverb, adjective, and preposition. Beside that the pupils should be able to comprehend grammar because grammar use of English. Thus, they can understand the meaning of the words.

c. Collection

The collections typical of particular items are another factor that makes a particular combination sound right or wrong and as aspect meaning and words formation

d. Aspect of meaning denotation,

Connotation appropriateness In English meaning of the words are denotation and connotation. Denotations refers to the literal meaning of the words, the dictionary

definition. Then, connotation refers to the association that is connected to a certain words or the emotional suggestion related to those words

e. Meaning relationship

Words are often defined by their relationship with other words. For example, it is impossible to understand the meaning of “ hot “ without some understanding of the meaning of “ cold “. Thus, this is often a useful way to record meaning. Furthermore, the words relationship may be useful in explaining words meaning are synonym, antonym, hyponym, metonym, collocation and webs of meaning.

f. Word Vocabulary

In English words vocabulary can consists of three parts: the root, a prefix and suffix. The root is the part of the words that contains the basix meaning of the words. A suffix is a words element that is placed after the root. However, Nuttal (1991) says that, before an effective teaching take place, the teacher must have a good understanding of what is involved in the subject or topic. It means, the teacher who teaches vocabulary must understand about vocabulary. Thus, the pupils know the meaning of the words and can use them appropriately. Then, material are given to the pupils should be suitable with their condition.

Moreover, Yang (2000), states teaching vocabulary is a very important task in teaching English: it means that the teacher can teach vocabulary well, the pupils can easily understand the meaning of the words in English and then the pupils can make progress in another aspect of language such as listening, speaking, reading and writing. If the teacher success in teaching vocabulary

for the pupils, automatically the pupils becomes interest in studying vocabulary.

Then, nation (2003) said that teaching vocabulary can be focused to help the learners build up knowledge of words in a ways that will enable to use the language effectively and successfully. Thus, vocabulary development is important aspect of English development.

Based on the discussion above, the writer concludes that teaching vocabulary is a process to make the pupils learn a unit of words. In teaching vocabulary the teacher should understand about vocabulary and know how to teach well by using good media in order that the pupils can comprehend and interest the lesson easily. Thus, they can make progress in pupils' vocabulary ability and also in the aspect also language such as listening, speaking, reading and writing.

Young Learner

Nature of Young Learners

Young learners are defined as children between the ages of 5 – 12 years old. According to nagi,(2007) young learners as children from the first year of formal schooling(five or six years old until to eleven or twelve years old) . Then, Piaget in Mars (1996) says that, a young learner is located on the pre- operational stage, the concrete – operational stage, and the formal – operational stage. From this theories appear many important characteristic of young learners that may be useful for educator to keep in mind.

In addition , Scoot and Ytreberg (1990), characteristic of young learners is they can talk about what they are doing, they can argue for something, they are often

happy playing and working alone but in the company of others, and they ask questions all the time. It means young learners are pupils still need more attention from the teacher at school. They will learn enthusiastically in learning language, if it is closely related with their environment.

Based on the explanation above, the writer concludes young learners are pupils who still need more attention from their teacher at school. Unlike adult, children are not self motivated and do not have an immediate need to learn English. They always like learning while palying and learning all the time with anxieties, it means that teaching must plan such a way the learning becomes interesting, even at times entertaining process.

Teaching of Young Learners

In teaching young learners, the teacher also has to consider some aspect about the children. According to Brown (1994), there are some aspect should be considered in teaching young learners are : intellectual development, attention span, sensory input and affective input. Based on theories above the writer can explain one by one, such as intellectual development means; children are still in stage of concrete operation. They have limitation to think about abstract thing such as correctness, rules and explanation. Attention span means; children will have long retention if they served with interesting stuff. In teaching process, children will have short attention if the presenting material is boring, useless, or too difficult. Sensory input means; the activities in the classroom should strive to go well beyond the visual and auditory mode, for instance by asking them to touch your nose, touch your head and touch your

eyes. Affective factors means; children are in many ways more fragile than adult.

Then, Steinberg(1993) states younger children will do the best in natural situation. He also adds that a natural situation is not different to be the place where the native language is learning.

Next, Brown and Everett (1990) states that a comfortable and relaxed atmosphere is needed by the children in which they can learn. They also suggest some ways that a teacher provides this atmosphere are : a reasonable amount of freedom is needed by the children in the classroom. It means the pupils actively when were they doing something, knowing that early childhood classroom should be center based, so that pupils have freedom take part in the activities that the pupils are interested, recognize that pupils have short attention spans, and arrange brief activities, create a warm, and inviting classroom, and encourage conversation among your pupils and between pupils and teacher. In brief, it is need special person to teach young learners because teaching pupils with teaching adult are entirely different, their world is different from the adult words

Based on explanation above, the writer concludes that the teacher should be able to choose appropriate material for the pupils and try to make them relax in class. The teacher make the classroom more comfortable, interesting, and warm in classroom is very crucial in the mattet of teaching and learning for young learner.

Semantic Feature Analysis Strategy

Definition of Semantic Feature Analysis

Semantic feature analysis is systematic strategy for comparing and

contrasting characteristics that enables pupils to see how words are related and that can be used in all grades. Begin with concrete categories within the experiential background of pupils before moving to categories of more abstract nature. This is an easy strategy to use in learning vocabulary, but the key is to move slowly. Semantic feature analysis is strategy that can be used to organize visually new concept and related vocabulary. There are several definition about semantic feature analysis.

According to Heimlich in TEA (2009), say that Semantic feature analysis is procedure that helps students to make fine discrimination between concepts and/or facts. It means that the pupils can know category of new word between concept and facts.

Then, Baldwin ESA (2006), defines Semantic Feature Analysis is strategy to help students understand the meaning of word. Semantic feature analysis uses a chart that compares the terminology of a subject by its features or characteristic. It means that the pupils who uses semantic feature analysis strategy will be easy to find meaning of new words. The pupils can compare between one word with other word.

Moreover, Pittelman (1991) explains that semantic Feature analysis (SFA) is an effective strategy for demonstrating relationships among concepts within a category, as well as the uniqueness of each word. If the pupils use this strategy, can help the pupils find compare characteristic subject that learning. It means that the pupils can know similarity and different concept from vocabulary that their studying.

Based on the explanation above, the writer concludes that definition of semantic feature analysis is a strategy that can help

the pupils get or find similarity and different of new words information. Semantic feature analysis used the pupils in order the pupils can similarity and different characteristic of subject.

Teaching Vocabulary by using procedure of Semantic feature analysis Strategy.

There are several procedure of Semantic feature analysis according some experts. According to Pittelman et al (1991), provide a seven steps process to develop a semantic Feature analysis:

- A. Select category that you will be teaching
2. List three or four words or objects related to the category down the left side of the grid
3. Lists three or four features in arrow across to the grid. Discuss features with students and encourage them to add other features
4. Guide students through the matrix, having them determine if the words on the left side possess the features listed
5. Students suggest additional words and features
6. Complete the grid by adding plus sign, minus sign, or question marks for the new words and feature
7. Examine the grid and discuss relationship.

Finally, Luca(2009), says that there are some procedures of semantic feature analysis:

1. Select a category. Choose a topic that will be the focus of a lesson. Ideally,

the topic should be one with which students have some familiarity

2. List category words. Prepare a list of vocabulary terms that link to the category identified in step 1.
3. List feature. Decide along with students if desired- on features within the category you wish to analyze.
4. Indicate feature possession. The category are listed down the side of the page, and the feature words are listed across the top of the page.
5. Extend learning by adding words and features. Add new words or feature to the matrix to expand the analysis and pinpoint additional areas to explore.
6. Explore the matrix. Discuss interesting items from the matrix.

Based on the explanation above, the writer concludes about procedures of semantic feature analysis in order the pupils can know procedures of semantic feature analysis. The pupils know clearly how to use semantic feature analysis in lesson. The pupils easily do application procedure of semantic feature analysis in vocabulary.

METHOD OF THE RESEARCH

This research conducted through Classroom Action Research (CAR), Zainil (2008:1) states that classroom action research is a research which is done by the teacher as the researcher was helped by the collaborators during the learning process.

According to Mills (2004:4), action research was focused on taking action and causing positive educational change based on the findings rather than satisfied with reporting teacher's conclusion others. It

means that classroom action research tried to make solution in the classroom, toward the problems that had been faced by the teachers as their subject area. Then, stringer (2008:1) views action research is “a distinctive approach to inquiry that is directly relevant to classroom instruction and learning and provides the means for teachers to enhance their teaching and improve pupils learning.” It can be conclude that action research concerns with the use of suitable means used by the teachers to improve pupils learning process.

Population

Based on the data administration affair at TK PERTIWI 2009/2010 academic year were 40 pupils. They were distributed into two classes A and B that was follow :

Table 1. A total number of population

| No | Class | Sum up of pupils |
|----|------------------|------------------|
| 1 | A | 20 |
| 2 | B | 20 |
| | Totals of Pupils | 40 |

Source : administration affair of TK Pertiwi Siteba

Instrumentations

Instrumentations of this research was vocabulary test, observation and Field note. Vocabulary task concerned on vocabulary mastery by using semantic Feature Analysis. The observation toward pupils and researcher activities.

Procedure of The Research

This class action research is done by using two cycles. Action research achieves its goal by using a cyclic or spiral process that alternates between action and critical reflection in which in each cycle exists

several steps or stages. Kemmis and Robin (1988) develop a model known as the action research spiral. Every cycle has four steps : planning, doing action, observing, and reflecting or evaluating.

Technique of Collecting the Data

In this study, the writer used the following ways as the techniques to collect the data as follows : Test, Observation and field note

Technique of Analyzing the Data

The data were analyzed based on the following step :

1. Qualitative Data

Data analysis is very important in qualitative research. According to Creswell (1994 : 163) data analysis is a process of making a detailed description of the case and its settings.

2. Quantitative Data

Quantitative data means the data would be presented in the form of numerical report and would be presented in form of percentage, matrix, graph, furthermore the vocabulary test results of each meeting would be analyzed by using simple quantitative data analysis.

The formula was as follow :

(a) Score of vocabulary mastery.

**Students mark : Achievement score
Maximum score**

The categories are as follow :

90 – 100 = excellent

75 – 89 = good

65 – 74 = fairy good

55 – 64 = fair

05 – 54 = poor

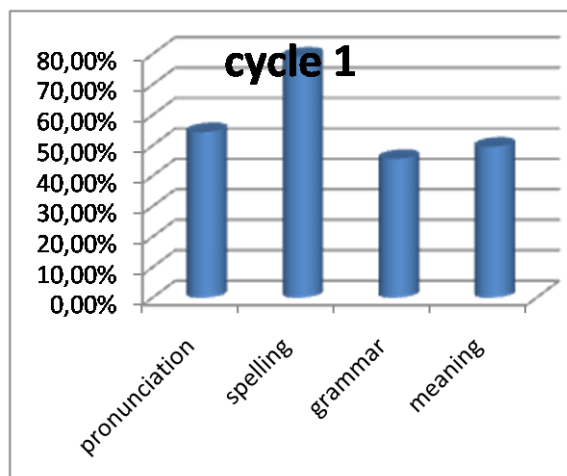
(Brown, 2004 :172)

Based on the result of the formula above, it would be categorized pupils' vocabulary mastery by using origami strategy through comparing percentage of

the tests. To make the different was clear, it would be used graphs.

FINDING

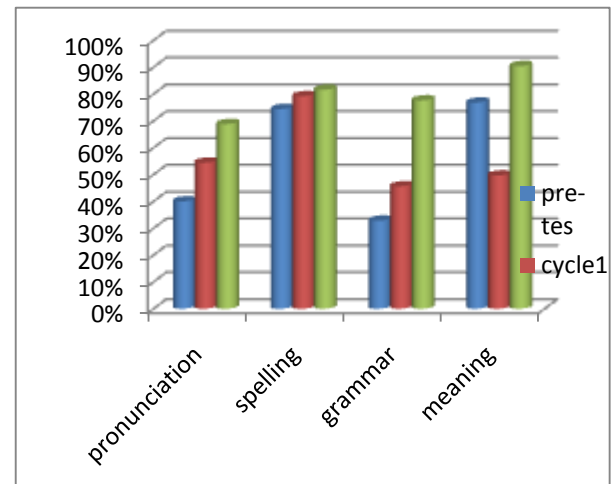
Based on the previous chapter, every pupils knows that they need to understand of the word in English without always check dictionary. By having enough vocabulary they can express their ideas and thought. They need vocabulary skill to make a good in speaking, writing, listening and also in reading. To Improve the pupils' vocabulary, the teacher should fine a pupils and interesting in teaching vocabulary. There are many strategies that can be used by the teacher to improve the pupils' vocabulary. One of the strategy is by using semantic feature analysis. The percentage of pupils' vocabulary Mastery.



Based on the diagram of the pupils score in cycle 1 test, it could be seen that the percentage of pupils' vocabulary mastery after origami were 54,4% for first indicators, 79,2% for second indicator, 45,6% for third indicator, and 49,6% for fourth indicator.

From the explanation, it could be concluded that from the four indicators, one of them had reached the target of minimum standard score (60). Mean while, the other three had not yet reached it. More explanation and exercises were given in the next cycle.

Increasing of pupils vocabulary of average score. From cycle 1 to cycle 2



Based on the diagram of the pupils score in the test from cycle 2. For the first indicator 55 % and the second indicators 80 %, for the third indicators 75 % and the last indicators 89 %.

From the explanation, it could be concluded that all of vocabulary components had reached up the target of minimum standard score (60). It means that the research questions had been answer and pupils problems had been solve. Therefore, the writer thought that this classroom action research should be stopped.

CONCLUSION AND SUGGESTION

Conslusion

Vocabulary is one of an important aspect in language because it affects all four language skill: listening, speaking, reading, and writing. Thus, vocabulary is one of the subjects that the pupils should master. Through, vocabularies the pupils can be determine the meaning of unfamiliar word, because of that, the pupils can should have ability in vocabulary to improve pupils' vocabulary ability and the English teacher can use semantic feature analysis.

If the teacher wants to be successful in teaching English, he/she must know properly how to present the lesson to the pupils. It is not easy to do because the teacher should know the great amount of materials to be taught before teaching in the class. Besides, they have to choose one of the most appropriate strategies in teaching.

Using Semantic feature analysis is one of strategies that can help the pupils get or find similarity and different of new words information. Semantic feature analysis used the pupils in order pupils can similarize and differentiant characteristic of subject.

Suggestion

In this journal, the writer tries to suggest the teacher, especially English teacher, to motivate their pupils in learning vocabulary more lively. In this case, semantic feature analysis can be interesting subject for pupils. Firstly, the teacher should teach word that are appropriate in relation to the pupils needs and give the pupils anew vocabulary as many as possible. Than give enough exercises of using the words that have been taught on the purpose of keeping the words in the pupils' mind. Secondly, the writer hopes that this kind strategy will give positive effect for the teacher themselves.

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