

APPROVAL SHEET

Literature Review: The Use of Semantic Feature Analysis in Teaching Vocabulary

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STATEMENT

I, the undersigned, state that this thesis was made and completed by myself based on data obtained from research results and is not a duplication and scientific work of others that have been made by other people or are plagiarisms of other people's work and not a translation of written works other people.

Garut, August 2020

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PREFACE

The first gratefulness is delivered to the Almighty, God: the greatest creator and the best motivator to His everlasting and mercy keeping the researcher tough during writing this research paper. Therefore, this research paper is finally completed. Without him, we will have no chance to read this complete research paper.

This research paper is composed originally for the purpose of partially fulfilling the requirements of Sarjana Pendidikan (S.Pd) Degree, this research entitled “*Literature Review: The Use of Semantic Feature Analysis in Teaching Vocabulary.*”

Many efforts have been done, this is the best that the researcher can do. The researcher realizes that the process of learning should not be pligged in one phrase. Finally, yet importantly, the researcher resizes this paper still has some weaknesses and mistakes. Thus, the researcher would be grateful to accept any suggestions and corrections from anyone for the better writing. Later, it must be a truthful lesson for me to do better. The writer does hope this research paper may become a beneficial contribute for all, when they have just read it.

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ABSTRACT

The purpose of this research is to (1) determine whether Semantic Feature Analysis is most appropriate in learning vocabulary for young learners, (2) develop the media used by teachers in teaching vocabulary using semantic feature analysis, (3) develop procedures for using semantic feature analysis in learning vocabulary, and (4) knowing the strengths and weaknesses of using semantic feature analysis in vocabulary learning. The design of this study is a literature review with the instrument used is document analysis, 50 journals are used to be processed into a data needed in this study. The results showed that semantic feature analysis was an effective teaching strategy suitable for young learners. The media used by the teacher in teaching vocabulary using semantic feature analysis is a table, matrix, or grid of words and a list of words. The procedures used by the teacher are; Selecting a familiar category or topic for semantic feature analysis that will be the focus of a lesson, explaining the major concepts and each vocabulary word to the students briefly, providing the students the key word that is related to the topic or select three or four words or objects related to the category, led the students to rate each vocabulary word in relation to each major concept, list the vocabulary with the feature to the table, matrix, or table, that have prepared, guiding the students to place a "+" sign in the matrix when a vocabulary word aligns with a particular feature of the topic and if the word does not align students may put a "-" in the grid. If students are unable to determine a relationship they may leave it blank. The last step is discussing the interesting items from the matrix. The advantage of using semantic feature analysis is helping students to remember the word easily because it is organized in some categories of words and its weakness is semantic feature analysis is a way to review information and ensure understanding. The teachers can not use this strategy to really teach something.

Keywords: *Semantic Feature Analysis, Teaching Vocabulary*

ABSTRAK

Tujuan dari penelitian ini adalah untuk (1) mengetahui apakah semantic feature analysis tepat untuk digunakan dalam pembelajaran kosakata bagi peserta didik muda, (2) mengetahui media yang digunakan guru dalam mengajar kosakata menggunakan semantic feature analysis, (3) mengembangkan prosedur penggunaan semantic feature analysis dalam pembelajaran kosakata, dan (4) mengetahui kekuatan dan kelemahan penggunaan analisis fitur semantik dalam pembelajaran kosakata. Desain penelitian ini adalah studi pustaka dengan instrumen yang digunakan adalah analisis dokumen, digunakan 50 jurnal untuk diolah menjadi data yang dibutuhkan dalam penelitian ini. Hasil penelitian menunjukkan bahwa analisis fitur semantik adalah strategi pengajaran yang efektif yang sesuai untuk pelajar muda. Media yang digunakan guru dalam pembelajaran kosakata dengan menggunakan analisis fitur semantik adalah tabel, matriks, atau grid kata dan daftar kata. Prosedur yang digunakan guru adalah; Memilih kategori atau topik yang sudah dikenal untuk analisis fitur semantik yang akan menjadi fokus pelajaran, menjelaskan konsep utama dan setiap kosakata kepada siswa secara singkat, memberikan siswa kata kunci yang terkait dengan topik atau memilih tiga atau empat kata atau objek yang berkaitan dengan kategori, mengarahkan siswa untuk menilai setiap kosakata dalam kaitannya dengan setiap konsep utama, daftar kosakata dengan fitur ke tabel, matriks, atau tabel, yang telah disiapkan, membimbing siswa untuk menempatkan "+" masuk ke dalam matriks ketika kosakata sesuai dengan fitur tertentu dari topik dan jika kata tersebut tidak sesuai, siswa dapat meletakkan "-" di sisi. Jika siswa tidak dapat menentukan hubungan mereka dapat membiarkannya kosong. Langkah terakhir adalah membahas item yang menarik dari matriks. Keuntungan menggunakan analisis fitur semantik adalah membantu siswa untuk mengingat kata dengan mudah karena tersusun dalam beberapa kategori kata dan kelemahannya adalah analisis fitur semantik merupakan cara untuk mereview informasi dan memastikan pemahaman. Para guru tidak dapat menggunakan strategi ini untuk benar-benar mengajarkan sesuatu.

Kata Kunci: *Semantic feature analysis, Pengajaran Kosakata*

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CHAPTER 1

INTRODUCTION

1.1. General Remark

This chapter consists of the background of study, the formulation of research problem, research objective, significance of the research and the definition of terminology.

1.2. Background of The Study

Vocabulary has an important role in the context of English teaching and learning. Especially in learning English, student should have an ability in vocabulary. The four language skills are link by the vocabulary, so that the vocabulary is cannot be separated with language learning. Students' vocabulary mastery also takes an important role to get those competencies. For English as a foreign language student, vocabulary also become an important aspect. Cameron (2001) in Yati (2012) states that building up a useful vocabulary is central to the learning of foreign language. It is also supported by Lubis (2017) who explained that without a propotional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language is vocabulary. It means that learning vocabulary is very important, especially for young learner. They must master English vocabulary and its grammatical rules to make communicate to another people. So that, students' motivation will lose and they will interest in learning English when they are not expanding their vocabulary.

Students' improvement in learning English will be increased if they learn more words and expressions. In order to be able to use language better, the students have to know certain amount of vocabularies. Especially in learning English as a foreign language, vocabulary will help students to use language through communication and to understand what is being read or listened. It is in line with Allen (1983) in Hidayah (2019) that to be able in language, students must learn and master a thousand vocabularies. In addition McCharty and O'dell (1999) in Hidayah (2019) also states that to speaking and writing English in normal situation students need at least 1-2000 words. It means that students must have a mount of vocabulary to support their ability in learning language.

Students should comprehend much vocabularies if they want to begin learn language. According to Remia (2013), the children will be more confident in speaking and writing in the target language if they have a wide of vocabulary. On the other hand, Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) in Al-Qahtani (2015) have realised that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In learning English, if students do not know the meaning of a word, they cannot know the meaning of what is said and cannot understand the material being studied.

In fact, in daily classroom activity, the students often find difficulty in learning English, especially in mastering vocabularies. Nation (2001) explains that there are three main aspects that make English vocabulary become complex. There are related to the form, meaning, and the use as well as layers of meaning connected to the roots of individual meaning. The large of the vocabularies that needed to learn by the students becomes another difficulty faced by the students during learning English. The factor which makes students difficult in learning English vocabulary is the difference between spoken English and written or “literate” English. The vocabulary of written English, particularly the literate English that students encounter in textbook and other school materials, differs greatly from that of spoken.

In addition, the students’ limited English vocabulary become the biggest difficulties in learning English. Rohmatilah (2014) state that the biggest difficulty for EFL students is limited vocabulary. Especially in listening and speaking practice, students face the difficulties due to their lack of vocabulary. In this term, learning English becomes hard to understand. The students’ lack of vocabulary will let them stuck during learning English. It makes them difficult to understand some words in context of materials during the learning English process. Furthermore, students will face difficulty in communicating each other. English vocabulary mastery is important for students, to reach their successful in learning that language.

So that, in learning English vocabularies, teacher’s strategy in teaching English vocabulary is effectively affect the students’ vocabulary. Wardani (2015) states that the students’ large of vocabulary will build by the use of language of people around them. By using interesting strategy, the researcher expects the strategy will increase the students’ understanding in learning English and easily improve their motivation in

learning English. There are many strategies which help students in learning language one of them is semantic feature analysis. In this study, the researcher tries to use semantic feature analysis strategy. Semantic feature analysis in line with (Boyle, 2004) is used as a treatment for lexical impairment. It involves prompting participants to provide semantic information about concepts they have difficulty naming in order to facilitate lexical retrieval. Meanwhile, according to (Shameem, 2013) semantic feature analysis is a method by which meaning of a word is analyzed into a set of semantic features. This strategy assist student in learning vocabulary which represents the ideas that the teacher wants to convey. Fenton (2006) in Nastsir (2016) also explain that Semantic Feature Analysis is a good way to build prior knowledge and reinforce vocabulary. When this strategy used, students will comprehend the vocabulary better. So that students are able to explore connections, make predictions, and master important concept. Thus, Semantic-Feature Analysis is a set of vocabulary development activities designed to help students understand the meaning of new vocabulary words and enhance students' vocabulary.

Many researchers have conducted about the Semantic-Feature Analysis. Some of them focused on analyzing the use of Semantic-Feature Analysis in developing students' speaking. The lack of students' vocabulary interest the researcher to conduct a quantitative research (Nasir, 2016); (A Dona, 2016), the results is semantic feature analysis is effective to develop students speaking ability, it is shown by the increase of students grade in class. And other researchers interest to conduct a quantitative research about the use of Semantic-Feature as a treatment for Aphasias' vocabulary (M Boyle, 1995); (Archonti, 2018); (Gravier et al, 2018); (Monica, 2017); (Pillay, 2016), the result is the use of semantic feature analysis is effective to treat people with aphasia, it is shown by the improvements of word-finding. And the others conduct a quantitative research about the effect of SFA on the reading comprehension (Andres, 1983) the result shown that semantic feature analysis is effective to increasing students' understanding in reading comprehension. Alicia (2016) conducted a quantitative research about the use of semantic feature analysis in teaching young learners, and it concluded that there are a significant increasing in learning vocabulary shown by the results. *For the pronunciation indicators 55%, spelling indicators 80%, grammar indicators 75%, and the last is meaning indicators increase 89%.* Thus, from

the previous study above, further research is needed more deeply and comprehensively. Therefore, this research aim to develop the techniques mostly suitable in teaching vocabulary for young learner, the media used by the teacher in teaching vocabulary using semantic feature analysis, the procedure of using semantic feature analysis in teaching vocabulary, and the strength and weaknesses of using semantic feature analysis in teaching vocabulary.

1.3. Formulation of Research Problem

The formulation of research problems are stated as follows:

- a. Is semantic feature analysis mostly suitable in teaching vocabulary for young learner?
- b. What are the media used by the teacher in teaching vocabulary using semantic feature analysis?
- c. How are the procedures of using semantic feature analysis in teaching vocabulary?
- d. What are the strengths and weaknesses of using semantic feature analysis in teaching vocabulary?

1.4.Objectives of the Research

The objectives of this research are stated as follows:

- a. To investigate whether semantic feature analysis mostly suitable in teaching vocabulary for young learner
- b. To develop the media used by the teacher in teaching vocabulary using semantic feature analysis
- c. To develop the procedures of using semantic feature analysis in teaching vocabulary
- d. To find out the strength and weaknesses of using semantic feature analysis in teaching vocabulary

1.5. Significance of the research

A Semantic-Feature analysis helps students to examine related features or concepts and make distinction among them. Students will be able to visualize connections, make predictions, and better understand important concepts. Teachers also can use this strategy with the whole class, small group, or monitoring each student. It provides teacher with information about how much the students understand about the concept of the topic.

1.6. Definition of Terminology

- a. Vocabulary is “amount of words which can be used to make up language by combining them.” (Rahman, 2016)
- b. Semantic-Features Analysis is a method by which meaning of a word is analyzed into a set of semantic features. This strategy assist student in learning vocabulary which represents the ideas that the teacher wants to convey (Shameem, 2013).

CHAPTER II

A REVIEW OF RELATED LITERATURE

2.1. General Remark

This chapter consists the theories used in this research. This chapter covers: definition of vocabulary, types of vocabulary, importance of vocabulary, the technique in teaching vocabulary, semantic-feature analysis, semantic feature analysis in teaching vocabulary, the previous study.

2.2. Definition of Vocabulary

In learning English, vocabulary put in an important part. Because of students' vocabulary mastery can help students communicate well and help students achieve the learning goals. It is impossible for students to be successful in learning English without mastering vocabulary. Vocabulary cannot be separated from the english language learning because of its importance. Notion (2001:22) as cited in Safirah (2016) explain that "The importance of vocabulary has been neglected, when people began to realize that learning vocabulary is indeed not simple matter". It is mean that without vocabulary the language cannot be used to maintain all information in language.

Vocabulary can be defined as a group of words that have meaning and understood by particular person of group of people and needed in the learning process also needed in communication. Neuman and Drawyer in Bintz (2011:44) as cited in Nurul (2011) state that vocabulary can be defined as the word someone must know to communicate effectively. Another expert defines vocabulary as the list of all words in a language that understood by a particular person or group of people (Nordquist, 2019). Moreover (Hernawati, 2015) said that vocabulary is one of language elements that are needed in learning and communication. It is in line with Alqahtani (2015) that vocabulary is words that people must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). So that, vocabulary can defined as the expressing sounds that have a meaning and can be used to communicate each other and vocabulary is a list of words on certain language and become an important part in teaching-learning especially in teaching English as a foreign language.

Generically, Kamil et al., (2005) stated that vocabulary is the knowledge of meaning of words. Besides, Glorier (1986:246) stated that vocabulary is a list of words and often phrases, usually arranged alphabetically and defined or translate. It is in line with Victoria (1995:225) that vocabulary is a list of words and often, phrases, abbreviations, inflectional forms, usually arranged in alphabetical order and defined or otherwise identified as in dictionary or glossary. Related to the importance of the vocabulary learning, Kamil et al., (2005) as cited in Lubis (2017) stated that vocabulary learning is central to language acquisition, wheter to the native language, second language, or foreign language. It is in line with Coxhead (2006) that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances. From the definition of vocabulary above, the researcher conclude that vocabulary is a list of words that have a meaning and used by people to communicate each other.

2.3. Types of Vocabulary

Some experts have classified types of vocabulary. According to Lado as cited in Mardianawati (2012:11) students need to learn five aspects of vocabulary. They are (1) Meaning; (2) Spelling; (3) Pronunciation; (4) Word Classes; and (5) Word use. Those aspects are explained below:

1. Meaning

The meaning of a word determines how it's give an understanding to the language users. Usually, a word may have more than one meaning according to the context that used. Therefore, in teaching vocabulary the teacher must explain that a word can have several meanings in accordance with the context being studied or discussed. It is in line with Ur (1996: 60-62) that the meaning of words is primarily what is refers to in the real world, its denotation. In addition, Halimah (2017) explain that a more sublte aspect of meaning that often needs to be taught is whether particular item is the appropriate one to use in a certain context or not.

In teaching vocabulary especially in the term of meaning, Lado (1979:79) says: "As matter of fact the meanings into which we classify our experience are culturally determined or modified, and they vary considerably from culture to culture. Some meanings found in one culture may not exist in another.". So that, from the statement above, teaching vocabulary meaning is important. Brown (2010:19) explain that involving students in discovering the meaning, it will be easy for students to

remember the word and its meaning. Halimah (2017) argued that the importance of teaching vocabulary meaning was started since the meaning differences are seldom as forcefully noticeable as when one attempts to translate accurately a text from one language to another.

For example, the word "*book*" which a noun that can be defined as something to read or the word "*book*" which a verb that can be defined as the act of making a reservation. Both, the sound and the spelling are the same, but have different definitions. In order to convey words with many meanings, the teacher must find way to make students understand.

2. Spelling

Spelling refers to how the word looks like. Spelling also aids in reading and become a connector of letter and sounds. According to Brown (2010:19) teaching language spelling in vocabulary is important because it helps the students' reading ability and it can distinguish the different acceptable words. It is in line with many British or American English terms (Kareem, 2000:6 as cited in (Lestari, 2015)) that there maybe a different acceptable written forms for the same words within the same variety of English.. In addition, Halimah (2017) spelling is important in teaching vocabulary, because the students have to know how to pronounce words and speak the words correctly. When they have to be able to spell a word so that they can catch the meaning of word. It is in line with Ur (1996: 60-62) that the students have to know what the words looks like or its spelling.

3. Pronunciation

Pronunciation is the way in which a particular person pronounces the words of language (Hornby, 2006 as cited in (Lestari, 2015)). In English vocabulary there are also words that has several pronunciation. It can be seen from the word "*read*" which pronunciation /ri:d/ and /red/. Learning pronunciation is quite difficult because what is being read is not always fixed on how the word is spelled. Richard & Renandya (2002) in Ridarma (2017) state that the learners do not pay attention in pronouncing the vocabulary correctly. Students want to be able to speak using good and correct pronunciation. In this case, the teacher should teach vocabulary pronunciation so that the students will pronounce understandable words and help them to communicate easily with the listener.

4. Word Classes

In English grammar a word class is a set of words that display the same formal properties. It is in line with Brown (2010: 19) that word classes are the categories of words. Word class can be called as a part of speech, it is also variously called grammatical category, lexical category, and syntactic category. Kareem (2000: 4) explain that there are four majors that should be practiced by the students, such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

5. Word Use

How a word, phrase, or concept is used in language is also called the word use. It may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012).

2.4. The Importance of Vocabulary

Vocabulary is the first basic important aspect for the students in learning English, especially for English as a foreign language students. Students' fluency in English is determined by how they understand the vocabulary. The more students mastered the vocabulary, the easier for students to learn or to use English for communicate with each other. It is supported by Nunan (1991: 117) that vocabulary is essential for succesful language learning, because without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication. This is a reason why vocabulary plays an important role in learning English. Thornbury (2002:13) as cited in Zainurrahman (2012) bu quoting David Wilkins, says that "*without grammar very little can be conveyed, without vocabulary nothing can be conveyed.*" This is shows that learning vocabulary is almost more important rather than learning grammar. So that, in teaching vocabulary, teacher must be interesting to students for it to reach the goal.

Students sometimes face the problem of forgetting the words immediately after the teacher has elicited their meaning or after they have looked them in the dictionary, and this also a cause of the lack of vocabulary. The more words students learn, the easier they memorize them. On the other hand, Ahmadi (2012) says that "vocabulary learning is not only develops learners' spelling but also their writing proficiency"; Neuman and Wright (2014) also say that "without vocabulary knowledge, words are just only words without much meaning." In addition, learning vocabulary will help students to major the four skills in English such as reading, writing, speaking, and

listening. So that, the students must be mastered vocabulary well to support their English mastery.

Vocabulary knowledge also viewed as a tool for second language learners because of the limited of vocabulary will affect the success of English communicating. In talking about the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55). Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

In the English classroom activity, the importance of vocabulary is demonstrated daily in and out the school. Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realised that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,2011). Rivers and Nunan (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

From the explanation above, it can be concluded that teaching and learning vocabulary is important for language learner because of vocabulary, student will easier to use the language in learning process or in communicating with each other.

2.5. The Technique in Teaching Vocabulary

Because of the important of vocabulary in learning English, there have been several educational inquiries to improve the technique in teaching vocabulary. According to Brown (2001) as cited in Alqahtani (2015), technique is specific activity, exercise, or task used in language classroom to achieve the lesson objectives. These are several techniques that commonly used in acquiring vocabulary (Brewster, Ellis, & Girard, 1992), those are:

- 1) **Using Objects;** this technique uses real objects to showed to the learners. Showing the real objects will help the learners to remember new vocabulary by seing its concrete visualization. This can help learners to remember vocabulary well. Alqahtani (2015) stated that using objects in teaching vocabulary can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. It is supported by Takać (2008) that using objects in teaching vocabulary will help the students in remembering the vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. In addition, Gairns & Redman (1986) as cited in Alqahtani (2015) state that using real objects technique is appropriately employed for beginners of young learners when presenting concrete vocabulary.
- 2) **Drawing;** in this technique the object can be drawn on a board or on flashcards. It can help learners more easily to understand and to be aware the essential points of the materials they have learnt.
- 3) **Using Illustration and Pictures;** pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. There are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of picture includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspaper and magazines are very useful as well.
- 4) **Contrast;** is the technique that used by mentioning the opposite meaning of the word. For example, “woman” is in contrast with the word “man”. Many previous studies have also shown that vocabulary is best acquired if it is similar to what is already learnt (e.g. Rudska et al., 1982, 1985), it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organised. It is supported by Ilson (1991) in Alqahtani (2015) that putting bilingual dictionaries aside, mono-lingual dictionaries essentially use words to explain words, and in this process, synonyms are often used (Ilson, 1991).

- 5) **Enumeration**; is the technique which mentions the items that included into the terms that being introduces one after one. It is in line with Alqahtani (2015) that enumeration is a collection of items that is a complete ordered listing of all the items in the collection. This technique is commonly used to present the words that hard to describe visually. Harmer (1991) explain the example of enumeration, to present the meaning of “vegetables” the teacher mentions the list of the words that included into it such tomato, celery, cucumber, etc.
- 6) **Mime, Expressions and Gestures**; is the technique which uses the facial expressions and gestures to introduce the meaning of words. For example, to introduce the words “cold” the teacher trembles as if she/he is in a cold weather. Klippel (1994) implies that "mime orgesture is useful if it emphasizes the importance of gestures and facial expression on communication. It also can be used to indicate the meaning of the words both in the reading passage and in the speaking activity as it stressess mostly on communication

Teachers tend to gesture a lot (Sime, 2001; Hauge, 1999), especially when addressing young learners and/or beginners. It is commonly acknowledged that “teachinggestures”capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, Tellier (2007) determined three main roles for teaching gestures: management of the class (to start/end an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to tell the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension (Tellier, 2007). However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners (Hauge, 1999; Sime, 2001).

In addition, Alqahtani (2015) explain that teaching gestures may also be relevant for learners’ vocabulary rememmberring process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of remembering the second language lexicon. Most of them

have noticed that students can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on remembering vocabulary, thus something witnessed by many but hardly explored on a systematic and empirical basis (Tellier, 2008).

- 7) **Guessing from Context;** it is a technique where students are asked to read some sentences in the text consist of unfamiliar words, the teacher then ask them to guess the words based on its context. It is supported by Dubin (1993) that guessing from the context as a way of dealing with unfamiliar vocabulary in unedited selections. In addition, Nation (2001) state that learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio. The use of this technique will help the students to build up their self-confidence so that they can work out the meaning of the words. It is in line with Alqahtani (2015) that using this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. When no one can guess the words the teacher allows them to open dictionary (Thornbury, 2002). Futhermore, Walters (2004) state the clues that the learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge.
- 8) **Eliciting;** this technique is more motivating and memorable by simply giving pupils a list of words to learn.
- 9) **Translation;** translation technique has advantages to directly learn into the word meaning and it is suitable for language learner to learn vocabulary because it could make the lesson become more efficient (Thornbury, 2002). Cameron (2001) also explain that translation does not create a need or motivation of the learners to think about word meaning. In addition Takać (2008) argues that checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors.

In this research, the researcher uses enumeration technique. This technique is found in teaching English using Semantic feature analysis. Semantic feature analysis is systematic strategy for comparing and contrasting characteristic using a grid to help

students explore how sets of things are related to one another. The grid helps students able to see connections, make predictions, and master important concepts.

This strategy enhances comprehension and vocabulary skill. Also this strategy can help students to organize visually new concept and related vocabulary. There are several definitions about semantic feature analysis. According to Heimlich in (Alicia, 2016) says that semantic feature analysis is procedure that helps students to make fine discrimination between concepts and/or facts. It means that this strategy helps students to know category of new word between concept and facts. Then, Amer (2019) semantic feature analysis is a powerful strategy that mimics the way the brain organizes information. SFA also enables the students to recognize the relation between words and the fact that they hardly ever share all features.

Meanwhile Schwartz & Raphael (1985) in (Fattah, 2014) explain that semantic feature analysis can be directed by a speech pathologist or by the teacher in a classroom activity after some instruction from a speech pathologist. Moreover, Pittelman (1991) in Alicia (2016) explain that semantic feature analysis is an effective strategy for demonstrating relationships among concepts within a category, as well as the uniqueness of each word. If teacher uses this strategy, student will be helped to know similarity and different concept from vocabulary than their studying.

Based on the explanation above, it can be concluded that semantic feature analysis is a language learning strategy that can be used by the teachers to improve students' vocabulary. This strategy uses a grid that will help students recognize new words and find out the similarities and differences in the concepts of a word. And also helps students to connect one word to another word.

2.6. Semantic-Feature Analysis in Teaching Vocabulary

There are several procedures of semantic feature analysis. Pittelman et al (1991) provide a seven-step process to develop a semantic feature analysis, they are:

- 1) Select the category that will be taught
- 2) List three or four words or objects related to the category down the left side of the grid
- 3) List three or four features in a row 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 feature listed

- 5) Students suggest additional words and features
- 6) Complete the grid by adding plus sign, minus sign, or question mark for the new words and feature
- 7) Examine the grid and discuss relationship

Additionally, Luca (2009) in (Alicia, 2016) says that there are six procedure in teaching vocabulary using semantic feature analysis, they are:

- 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
- 3) List feature, decide along with students if desired on features within the category that wish to analyze
- 4) Indicate feature possession. The category are listed down 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, it can be conclude that teaching vocabulary using semantic feature analysis is in order to help the students know clearly how to learn and categorizing vocabulary. The students easy do application procedure of semantic feature analysis in vocabulary.

2.7. Previous Study

Many researchers have conducted about the Semantic-Feature Analysis. Some of them focused on analyzing the use of Semantic-Feature Analysis in developing students' speaking. The lack of students' vocabulary interest the researcher to conduct a quantitative research ((Nasir, 2016); (A Dona, 2016)), the results is semantic feature analysis is effective to develop students speaking ability, it is shown by the increase of students grade in class. And other researchers interest to conduct a quantitative research about the use of Semantic-Feature as a treatment for Aphasia ((M Boyle, 1995); (Archonti, 2018); (Gravier et al, 2018); (Monica, 2017); (Pillay, 2016)), the result is the use of semantic feature analysis is effective to treat people with aphasia, it

is shown by the improvements of word-finding. And the others conduct a quantitative research about the effect of SFA on the reading comprehension (Andres, 1983) the result shown that semantic feature analysis is effective to increasing students' understanding in reading comprehension. Thus, from the previous study above, further research is needed more deeply and comprehensively. Therefore, this research aim to develop how Semantic-Feature Analysis used in building students' vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

3.1. General Remark

This chapter describes methodology of the research in order to figure out the answer of the research question in chapter one. The explanation about research methodology are presented into several subsection in accordance with it. This chapter will explain subtopic such as research design, research method, research participants, search strategy, research instrument and data analysis procedures.

3.2. Research Design

This research aimed to investigate whether semantic feature analysis mostly suitable in teaching vocabulary for young learners, to find out the media used by the teacher in teaching vocabulary using semantic feature analysis, to develop the procedures of using semantic feature analysis in teaching vocabulary, and to find out the strengths and weaknesses of using semantic feature analysis in teaching vocabulary.

Therefore, in order to achieve that aims, the researcher used literature review design which is a method that reviewing articles that presents the current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic (Wikipedia). Andrus (2020) explained that a literature review is a comprehensive summary of previous research on a topic. It is in line with Machi et. al (2016) that literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. So that, the literature review acknowledges the work of previous researchers, it helps the researcher determine the nature of the research and assures the reader that the researcher has been well conceived. Andrus (2020) assumed that by mentioning a previous work in the field of study, it means that the researcher has read, evaluated, and assimilated that work into the work at hand.

Numerous literature review types have merged into four main types, they are traditional or narrative, systematic, meta-analysis and meta-synthesis, Darson and Arshad (2006). Meanwhile, Snyder (2019) explained that there are three types of literature review, they are systematic, semi-systematic, and integrative. In this

research, the researcher used semi-systematic types to obtain the data. Semi-systematic types was a suitable one that can help the researcher get the data. Wong et al., (2013) explained that semi-systematic review is designed for topics that have been conceptualized differently and studied by various groups of researchers. It is supported by Snyder (2019) that the aim of semi-systematic review is to overview research area and track development over time, overview research articles, and stating the current knowledge.

3.3. Research Method

In order to achieve that aims, the researcher employed qualitative research design. Creswell (1994) explain that qualitative research is an inquiry processes of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. By using qualitative method, the researcher will gain the data information in depth. It is supported by Arora and Stoner (2009) that using qualitative design could help the researcher collect richer information and get more detailed picture of issues, cases, or events. On the other hand, Ary (2010:424) states that the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics. It is in line with Sheman and Webb (1988) that qualitative research is concerned with meaning as they appear to, or are achieved by persons in lived social situations. Meanwhile, Bogdan and Biklen (1982) state that qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study.

3.4. Research Participant

In this study, the researcher used document as the sources of data, because it is written material. The data of this study are words, sentences or utterances which is one type of literature review, absolutely it have words, sentences or utterances, etc. Arikunto (2010: 129) explained that the source of the data is subject from which the data can be obtained. So that, in conducting the data the researcher used 50 previous researches related to the topic.

3.5. Search Strategy

The ERIC, Researchgate, ScienceDirect, American International Journal of Education, and International Journal of Education and Research used systematically as a database to obtain relevant researches. The researches were relevant to used as the data, if they were written in English that published around 2000 to January 2020. The researcher used Google search engine to find and collect the data. The keywords used to search the data was: Semantic feature analysis; Vocabulary teaching; and Teaching vocabulary to young learners. First, the researcher entered Google and entered the page that provided various journals such as ERIC, Researchgate, Sciencedirect, American International Journal of Education, and International Journal of Education and Research. Second, after entered the page, the researcher searched on the search field by entered the keyword ‘Semantic Feature Analysis’. Third, after entered the keyword there will be many journals related to semantic feature analysis. Because of the needs of the researcher was the use of semantic feature analysis in teaching English Vocabulary, so the researcher added the keyword ‘Vocabulary’ and then many journals about it appear. There are many journals about semantic feature analysis in teaching English vocabulary for Aphasia and young learners. Because the researcher only need journals about teaching English vocabulary using semantic feature analysis for young learner, so the researcher added keyword ‘Young learners’ so that only the journals related to that topic will appear.

3.6. Research Instruments

In this study, the researcher used document analysis to obtain data. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). It is suitable with the method of this research, that used written material. Data of this study are words, sentences or utterances which is one type of literature review, document also has a words, and sentence or utterance. It is explained by Bowen (2009) that there are many forms of document analysis, such as advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event

programs (i.e., printed outlines); letters and memoranda, etc. One of the forms that will be used in this study is journals related to the topic of this study.

3.7. Data Analysis Procedures

In conducting this research, the researcher used a number of a steps that must be taken. The basics steps in conducting the literature review will be discussed using four following phases; (1) designing the review, (2) conducting the review (3) analysis and (4) writing up the review. (e.g., Liiberati et al., 2009; Tranfield et al., 2003; Wong et al., 2013) in Synder 2019).

3.7.1. Designing Review

First step is accounts other literature reviews that already exist, it is used to assess the previous researches that must be assessed. And it will help the researcher to formulate and clearly define the purpose, scope, and specific research question (Synder, 2019). It is in line with McCombes (2019) that the first step in conducting literature review is search the relevant researches or literature review. It is also supported by Boza (2015) that the first step in conducting literature review is deciding the area of research. In this step, the researcher will know which approach moslty appropriate to used. Synder (2019) explained that these are important action because they will help the researcher to identify the suitable approaches. Tranfield et al., (2013); Wong et al., (2013) also explained that the quality of literature review is dependent on the independent of the type of approach.

3.7.2. Conducting the review

After the researcher deciding the purpose, gain the research questions, and type of approach that suitable for the topic, the next step is conducting the review. The journal can be done in several ways, depending on the nature and the scope of the specific review. Snyder (2019) explain that it is common to adjust the process a number of times before actually selecting the final sample. To ensure the quality and realibility of the search strategy, it is preferred to use two reviewers to select articles. In conducting the review, Snyder (2009) stated the researcher can use this several ways, such as:

- 1) The researchers may read each piece of literature in full, this is very high useful but time-consuming approach. It is supported by Rallis (2018) that the researcher can skim the articles to get an idea of the general purpose and content of the articles.
- 2) The researcher could be focus on the research method or findings. Jansen (2018) explain that the researcher can make a note and catalogues the journals depends on the research categories, research keywords, and research method.
- 3) The researcher conduct the review by reading the abstract of the research journals first and making selections and then reading full-text articles later. It is supported by Rallis (2008) to group the journals into categories.

3.7.3. Analysis

After the researcher conducting the review, the next step is considering how the journals will be used to conduct an appropriate analysis. The researcher should abstracting the appropriate information from each journals. It can be undertaken in the form of descriptive information, such as authors, years published, topic, or type of study or the findings. It is supported by Rallis (2018) that the researcher may catalogue the date of the journal, context, methodology and findings. In addition, Cronin et al., (2008) explain that undertaking the initial classification of the journals helped the researcher in analyzing the data.

3.7.4. Writing the analysis

In writing the final review of the research, it is necessary to describe the process of the review and the method in collecting the data. That is how literature was identified, analyzed, synthesized and reported by the author. Literature review can result in a historical analysis of the development within a research field (e.g. Galborg, Kindstrom and Kowalkowski (2014)), an agenda for further research (e.g. McColl-Kennedy et al., (2017)), a conceptual model or categorization (e.g. Snyder et al., (2016); Witel et al., (2016), or evidence in effect (e.g. Verlegh and Steenkamp (1999) in Snyder (2019)).

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. General Remark

In this chapter, the researcher would present the result of the research. The data was taken from the journals that relevant to the topic of this research. After collecting the data, the researcher analyzed the data to answer the problems of the research. The explanation about the findings and discussions are presented into several subsection in accordance with it. This chapter will explain subtopic such as the results of the data and the discussions of the data.

4.2. Results of the Data

The researcher has conducted a literature review that begins by searching for journals through search engines using the keyword Semantic feature analysis; Vocabulary teaching; and Teaching vocabulary to young learners. The researcher gets 50 journals related to this research topic. The researcher describes the findings from the analysis of related journals to answer research questions, as follows:

4.2.1. The Use of Semantic Feature Analysis in Teaching Vocabulary for Young Learner

After conducting the review, the researcher found data showing the use of semantic feature analysis in teaching vocabulary for young learners. The researcher found the data from the results of quantitative research. And the results are shown that semantic feature analysis improved students' vocabulary, Marshall (2010) states that semantic feature analysis helps the students increase their vocabulary. In its application, semantic feature analysis really helps us as teachers and also helps students improve the quality of their English. In the other hand, at some point students find it difficult and the teacher has to repeat these words in their mother tongue. It is in line with Harkiki (2010) who states that semantic feature analysis is effective in teaching vocabulary and also explain that the students were excited because of semantic feature analysis that was a funny teaching method for them. They can enjoy learning and memorizing vocabulary easily, especially using tables that make it easier for students to memorize vocabulary and classify them. Besides memorizing vocabulary, students can also understand part of speech. It is mean that semantic feature analysis is effective to be used in teaching vocabulary. This

strategy provides fun teaching strategies that can increase students' motivation and their self-confidence. This is an accordance with the theory put forward by Andres (1983) that semantic feature analysis is a strategy that can be used to help teachers teach English vocabulary.

Meanwhile, Nikijuluw et al (2017) explain that semantic feature analysis could enrich students' vocabulary, and they argue that this method can only be used to memorize vocabulary, it cannot be used to teach other materials. Likewise with Thaledon (2018) who explains that semantic feature analysis only helps the students' vocabulary comprehension. research and the result is semantic feature analysis had a greater impact of vocabulary comprehension. In its application, semantic feature analysis only focuses on vocabulary teaching. Stellar (2010) explains that semantic feature analysis is a strategy that can be used in teaching English, whether it's teaching part of speech, or only providing memorization so taht the students' vocabulary knowledge can increase.

On the other hand, in term of the media that used in this strategy, Trisnawati (2018) explains that semantic feature analysis is very suitable to be used to teach young learners. She conducted a research conducted in a junior high school and as a result, students showed an increase in memorizing new vocabulary. The use of tables, which sometimes can also be added to media such as pictures, helps students to remember words more easily. Aksyah (2018) argues that the use of semantic feature analysis not only helps students memorize new vocabulary but also helps students understand a text well. When semantic feature analysis helps students memorize vocabulary, the students' vocabulary will increase, with a lot of vocabulary understanding it being able to reduce difficult words when reading a text. Therefore, besides helping to memorize vocabulary, semantic feature analysis also helps students understand a text. In addition, Zamroni (2012) also explained that semantic feature analysis can help students memorize vocabulary can also help students understand a text, although semantic feature analysis can not really be used to teach reading comprehesions. Then, Rahma (2016) reinforce that semantic feature analysis can not be used to teach other materials but can be used to focuses on teaching students' vocabulary, and the results of improving students' vocabulary can support the material in learning other topics.

On other research, Misi (2010) conducted the research of the use of semantic feature analysis through horror film. The student is given a transcript of

the conversation from the film and then understands it by looking at the gesture shown in the film scene. In its use, the researcher uses media in accordance with semantic feature analysis, namely word tables, but it is used in a different way, namely by watching a horror film. However, Vadilah (2011) explains that semantic feature analysis is a technique of teaching English vocabulary using a list of words or tables, matrix, and grid. In his statement, if it is related to previous research, it can be stated that semantic feature analysis is a teaching method using predetermined media, but in fact other media can also be added. In addition, Al Otaibi (2016) explains that semantic feature analysis can increase students' vocabulary, the use of matrix is helps the students learn vocabulary easily. In addition, Rahman et al., (2010) also explains the benefits of using semantic feature analysis in teaching vocabulary is that students become more sensitive to words, it also makes it easier for students to teach vocabulary.

In its application, semantic feature analysis also increase students' self-confidence during the teaching and learning process. Abate and Tefera (2010) explain that semantic feature analysis improved students' vocabulary knowledge. Students also become very active and have the motivation to raise their hands when the teacher gives direct questions or quizzes. Students become confident in expressing vocabulary, because they have a lot of vocabulary understanding and increase every meeting. It is in line with Mahaluby (2017) that using semantic feature analysis also help the students confident. They are confident to ask the teacher about difficult words. In addition, Natsir (2016) stated that semantic feature analysis significantly improved students' vocabulary also their confident in learning English especially in vocabulary comprehension.

From the findings above, it can be concluded that teaching vocabulary using semantic feature analysis is effective in teaching students' vocabulary especially for young learners. This strategy only be used in teaching English vocabulary and can not be used to teach other materials. However, the use of this strategy can be used to supports the teaching of other materials.

4.2.2. Media Used by the Teachers in Teaching Vocabulary Using Semantic Feature Analysis

After analyzing the data, the researcher found some media that the used by the teachers in teaching vocabulary using semantic feature analysis. Nagy, Rider

et al., Andre, Rahman, Stellar, Frenh & Cook and Abate & Tefera (2010) used a grid, matrix or table of words in teaching English using semantic feature analysis. Vadilah (2011) stated that using matrix is suitable for this strategy. It is in line with NSW William & Mary (2012) who explain that semantic feature analysis definition itself is a strategy using a grid, so that in teaching English using this strategy, the teacher could use the grid as a media for teaching. Zamroni and Susan et al., (2012) also claimed the media can be used in teaching vocabulary using semantic feature analysis is matrix or grid of words. In addition, Haixia & Zhaouhi (2015) stated that in the definition of semantic feature analysis, it was clearly explain that this strategy is using matrix, grid, or table of words as the media. Wangru, Natsir, and Al-Otaibi (2016), Nakijuluw & Cengkat, Aksyah, and Mahaluby (2017); Arta, Thaledon, Amer and Nagy (2018); Saragih and Utami & Dewi (2019) also conducted their research of the use of semantic feature analysis in teaching vocabulary using a grid, matrix, or table of words.

The other researchers, Harkiki, Rider et al., Andre, Misi, French & Cook, Stellar, Abate & Tefera and Inani (2010) conduct their research using semantic feature analysis with a list of words as the media of this strategy. Khosravizadeh and Thuy (2011) argued that using a list of words is a simply way in teaching vocabulary using semantic feature analysis. In the other hand, Jamilah (2012) state that using a list of words is easier than using a grid in teaching using this strategy. NSW, Wiliam & Mary and Emor et al., (2012); Ghaou, Dilek & Yuruk (2013), Haixia & Zhaouhi (2015); Wangru, Rahma, Natsir and Al-Otaibi (2016); Denton and Mahaluby (2017) also conducted a research of the use of semantic feature analysis in teaching vocabulary using a list of words.

From the results above, the researcher found that there are two media that used by the teacher during teaching using semantic feature analysis. They are table, matrix, or grid of words and list of words. In addition, the use of additional media in teaching English vocabulary using semantic feature analysis causes a biased effect. Where the effectiveness of this strategy is questioned. Whether the increasement is assisted by the media established by this strategy or even by additional media. Therefore the addition of media must be adjusted accordingly so that it does not cause a biased effect.

4.2.3. Procedures of Using Semantic Feature Analysis in Teaching

Vocabulary

After analyzing the data from 50 journals related to this research topic, the researcher found that there are several procedures that are used as references by teachers in teaching vocabulary using semantic feature analysis. The teachers follow the instructed procedure, here are the procedures of using semantic feature analysis in teaching vocabulary according to experts:

- 1) Patricia L. Andres (1983) states there are two steps in implementing semantic feature analysis, they are:
 - a. First the teacher briefly explained the major concepts and each vocabulary word
 - b. Then, the students through discussion led by the teacher, rated each vocabulary word in relation to each major concept as having:
 - a) Positive relationship
 - b) Negative relationship
 - c) Unrelated
- 2) Stellar (2010) states there are five steps in using semantic feature analysis in teaching students' vocabulary, they are:
 - a. Select a category or topic for semantic feature analysis
 - b. Provide students with key vocabulary words and important features related to the topic
 - c. Vocabulary words should be listed down the left-hand column and the features of the topic across the top row of the chart
 - d. Have students place a "+" sign in the matrix when a vocabulary word aligns with a particular feature of the topic
 - e. If the word does not align students may put a "-" in the grid. If students are unable to determine a relationship they may leave it blank.
- 3) Pittelman et al., (1991) state there are seven steps in using semantic feature analysis in teaching students' vocabulary, they are:
 - a. Select the category that will be teach
 - b. List three or four words or objects related to the category down the left side of the grid

- c. List three or four features in arrow across the grid. Discuss features with the students and encourage them to add other features
 - d. Guide students through the matrix, having them determine if the words on the left side possess the feature listed
 - e. Students suggest additional words and features
 - f. Complete the grid by adding the plus sign, minus sign or question mark for the new words and feature and
 - g. Examine and discuss relationship
- 4) Luca (2009) states there are six steps in using semantic feature analysis in teaching students' vocabulary, they are:
- a. Select a category, choose topic that will be the focus of a lesson. Ideally, the topic should be one with which students have some familiarity
 - b. List category words, prepare a list of vocabulary terms that link to the category identified
 - c. List feature, decide along with students if desired on features within the category that wish to analyze
 - d. Indicate feature possession. The category are listed down side of the page and the feature word are listed across the top of the page
 - e. 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
 - f. Explore the matrix, discuss interesting items from the matrix

According to the experts in terms of the steps of using semantic feature analysis in teaching English vocabulary, the researcher conclude that there are six steps in using semantic feature analysis in teaching English vocabulary, they are:

- 1) Selecting a familiar category or topic for semantic feature analysis that will be the focus of a lesson
- 2) Explain the major concepts and each vocabulary word to the students briefly
- 3) Provide the students the key word that related to the topic or select three or four words or objects related to the category
- 4) Led the students to rate each vocabulary word in relation to each major concept

- 5) List the vocabulary with the feature to the table, matrix, or table, that have prepared
- 6) Guide the students to place a "+" sign in the matrix when a vocabulary word aligns with a particular feature of the topic and if the word does not align students may put a "-" in the grid. If students are unable to determine a relationship they may leave it blank. The last step is discussing the interesting items from the matrix.

4.2.4. The Strength and Weakness of Using Semantic Feature Analysis

There are several advantages and disadvantages in teaching vocabulary using semantic feature analysis. The advantages gained by the students after the implementation of semantic feature analysis. The first is that it can help the students to understand the content of the reading text. It is in line with Ghaou (2013) that semantic feature analysis is effective in helping students learning vocabulary, and its affect their reading ability. The second, one of the procedures of semantic feature analysis activity is reading the passage. By reading the passage, students will found some unfamiliar words that they did not see or know before. In this activity, the students could use the dictionary to look up the meaning of the words and automatically their knowledge improved. It is also supported by Thaledon (2018) that in the reading passage, the students' increase their vocabulary ability. The third point is that the students must determine the part of speech of the "main word". It means that in this section, semantic feature analysis can help the students in understanding the part of speech of the main word. From the third advantages of the use of semantic feature analysis, students also able to write a simple sentences.

Besides the advantages of the strategy, the researcher also found the disadvantages of using semantic feature analysis in teaching vocabulary. This strategy only focuses on the students vocabulary.

4.3. Discussion

In this sub chapter, the researcher presents the discussion of analyzed data that has been presented in previous sub chapter. Based on the analysis results, the researcher gained the data that needed to answer the research question.

First, semantic feature analysis strategy was effective on students' vocabulary acquisition. The students' low vocabulary mastery helped by this strategies (see chapter II, page 14). Indiarti (2014) state that the students' low vocabulary mastery and memorization can be influenced by the teacher's strategy in teaching word knowledge. According to Pittelman (1985) semantic feature analysis as a strategy can give positive impact in improving young learner students' vocabularies and abilities in writing correct sentences in a short paragraph.

Semantic feature analysis is not only a good strategy to enhance students' vocabulary but also helps the students to build their prior knowledge, master important concepts, and make connections. Fenton 57 (2006:1) stated that semantic feature analysis is a good way to build prior knowledge and reinforce vocabulary. This strategy also help students understand the meaning of new vocabulary words (Ditkson, 2007:1). Besides, semantic feature analysis is easily implemented and simple to use in the classroom because the teacher just provided semantic feature analysis grid to apply this strategy. It is in line with Inani (2010) who state that the semantic feature analysis is a vocabulary teaching strategy that helps teacher teach vocabulary easily. In addition, this strategy can be implemented with the whole group or small group so that it can promote students' interaction and discussion.

In teaching vocabulary to young learner, the teacher must prepared the material and it will encourage the students to have motivation in learning vocabulary. Alicia (2016) supported that the teacher should make pupils interested in learning vocabulary, so they can memorize the vocabulary that were given by teacher. One of the strategies that can catch the pupils' attention and make them to be active is semantic feature analysis, this strategy can help the pupils for comparing and contrasting the terminology of subject by it's features or characteristic. It is supported by Zaid (1995) who state that semantic feature analysis is an efficient way for increasing students' word knowledge especially for young learner. It is also supported by Stellar (2010) who state that semantic feature analysis draws on a reader's prior knowledge and stresses the relationship across words within a concept. It explores how words differ from one another rather than how they are alike. It will help young learner students to develop their vocabulary. On the other hand, semantic feature analysis works well in building general vocabulary as well as content-specific vocabulary.

Picture 4.3

The teacher teach the students a vocabulary of mammals based on a science unit

	<i>Has hair</i>	<i>Vertebrate</i>	<i>Lives on land</i>	<i>Lives at sea (aquatic)</i>	<i>Able to fly</i>	<i>Herbivore (primary-consumer)</i>	<i>Carnivore (secondary-consumer)</i>	<i>Omnivore</i>	<i>Marsupial</i>	<i>Produces milk</i>
<i>Bear</i>	+	+	+	-	-	-	-	+	-	+
<i>Bat</i>	+	+	+	-	+	+	+	-	-	+
<i>Lion</i>	+	+	+	-	-	-	+	-	-	+
<i>Seal</i>	+	+	-	+	-	-	+	-	-	+
<i>Kangaroo</i>	+	+	+	-	-	+	-	-	+	+
<i>Whale</i>	+	+	-	+	-	-	+	-	-	+
<i>Ferret</i>	+	+	+	-	-	-	+	-	-	+

In this media of semantic feature analysis strategy, Nagy (1988) explained that the vertical columns are for the "semantic features"; that is, phrases describing components of meaning shared by some of the words or that distinguish a word from other meanings. In the square representing the intersection of a given word and a given semantic feature, one records whether (or to what extent) this feature applies to this word.

Here is the example of list of words that used by the teacher

Picture 4.4

Cat - Carrot - Rat - Apple - Banana - Dog - Cabbage - Crocodile - Chicken - Strawberry - Blueberry - Tomato - Cow - Buffalo - Cucumbar - Lion - Bean - Corn - Tiger - Cherry - Hamster - Orange - Snake

List the words in the box based on their categories!

Animals	Vegetables	Fruits
1.	1.	1.
2.	2.	2.
3.	3.	3.

In this media of semantic feature analysis strategy, Harkiki (2010) explain that using list of words can stimulate students to remember vocabulary based on their categories. Khostavizadeh, Vadilah, and Thuy (2011) also supported that listing and categorizing the words can help students know well about the words and it categories.

From the explanation above, the researcher conclude that there are two media that used by the teacher, they are table, matrix, or grid of words and list of words.

Third, the researcher found 4 previous researchers' strategies yang used as a reference by the teacher in teaching vocabulary using semantic feature analysis (see chapter II, page 15). Nagy, Rider et al., Andre, Rahman, Stellar, French & Cook and Abate & Tefera (2010), Vadilah (2011), NSW, William & Mary, Zamroni and Susan et al., (2012), Mahaluby (2017), Arta, Thaledon, and Nagy (2018), Saragih and Utami & Dewi (2019) implemented semantic feature analysis according to Andres (1983) procedures. Harkiki (2010), Khosravizadeh (2011), Wangru and Natsir (2016), Denton (2017) and Efstratiadou et al (2018) implemented semantic feature analysis according to Stellar (2010) procedures. Misi, Inani, (2010), Thuy (2011), Jamilah (2012), Dilek (2013), and Amer (2019) implemented semantic feature analysis according to Pittelman et al., (1991) procedures. And Emor et al., (2012), Rahma, Al-Otaibi, Alicia (2016) and Aksyah (2017) implemented semantic feature analysis according to Luca (2006) procedures. According to the procedures that have been explained in table 4.2, Andres (1983) start the teaching process with briefly explaining the major concepts and each vocabulary word to the students. Meanwhile, Pittelman et al (1991), Luca (2009) and Stellar (2010) start the teaching process with

Selecting a category or topic for semantic feature analysis that will be the focus of a lesson. Ideally, the topic should be one with which students have some familiarity. Then, the second step, Andres (1983) led the students to rate each vocabulary word in relation to each major concept, and the semantic feature analysis is done. On the other hand, Stellar (2010) conduct the second step with providing the students the key word that related to the topic. Besides, Pittelman et al (1991) and Luca (2009) are listing a word related to the category. For the next step, Pittelman et al (1991), Luca (2009) and Stellar (2010) listed the vocabulary with the feature to the table, matrix, or table, that they have prepared. Then, the students are guided to place a "+" sign in the matrix when a vocabulary word aligns with a particular feature of the topic and if the word does not align students may put a "-" in the grid. If students are

unable to determine a relationship they may leave it blank. The last step is discussing the interesting items from the matrix.

All the teachers are conducting all the procedures of using semantic feature analysis in teaching vocabulary without skipping the steps.

From the explanation above, the researcher conclude that the procedures of using semantic feature analysis in teaching vocabulary are:

- 1) Selecting a familiar category or topic for semantic feature analysis that will be the focus of a lesson
- 2) Explain the major concepts and each vocabulary word to the students briefly
- 3) Provide the students the key word that related to the topic or select three or four words or objects related to the category
- 4) Led the students to rate each vocabulary word in relation to each major concept
- 5) List the vocabulary with the feature to the table, matrix, or table, that have prepared
- 6) Guide the students to place a "+" sign in the matrix when a vocabulary word aligns with a particular feature of the topic and if the word does not align students may put a "-" in the grid. If students are unable to determine a relationship they may leave it blank. The last step is discussing the interesting items from the matrix.

Fourth, the researcher found the advantages and disadvantages of using semantic feature analysis in teaching vocabulary. Semantic feature analysis is a useful way to teach vocabulary, it is supported by Indriati (2014) who explained that semantic feature analysis provides the teacher with an assessment of the students' prior knowledge or schema availability on the topic (see chapter II, page 15). According to Hatch & Brown (1995) there are several advantages of implementing semantic feature analysis in the teaching and learning of vocabulary process such as: (1). Helping students to remember the word easily because it is organized in some categories of words, (2). Decreasing students' boredom in learning vocabulary, (3). Helping students become active participants in the class because they can have their ideas represented, (4). Increasing the students' motivation to learn new vocabularies because of the attractiveness of semantic feature analysis strategy in teaching vocabulary it is also supported by Rahma (2016), Aksyah (2017), and Trisnawati (2018) that it can help the students to understand and remember new words easily, not

only enriching students' vocabulary, semantic feature analysis also help the students to understand the content of the reading text. Haixia & Zhaouhi (2015), Arta (2018), also explain that the students will be guided to determine the part of speech of the "main word". It means that semantic feature analysis can help the students in understanding the part of speech of the main word. Saragih (2019) state that teaching vocabulary through semantic feature analysis, the students are able to make simple sentences. This strategy allows teachers and students to check for comprehension, vocabulary, and content retention. The chart allows students to examine similarities and differences in concepts or ideas. This helps students visualize connections, make predictions, and better understand important concepts. This strategy can be used with individual students, small groups, or whole groups. But, most of the teacher that implement this strategy, only focus on the individual work. It means that from the beginning until the end of the learning process there is no interaction among students in this strategy. Teachers can check for understanding by looking at the students' grids and tailor instruction based on what they find. This strategy also helps the teacher to teach students' vocabulary easily, and learning objectives can be achieved, also making teaching and learning activities more meaningful.

Besides the advantages of the strategy, the researcher also found one disadvantage of semantic feature analysis toward students in the classroom. Semantic feature analysis is a way to review information and ensure understanding. The teachers can not use this strategy to really teach something. It will be used at the end of the lesson. It is in line with Ray (2014) that semantic feature analysis just focus on teaching students vocabulary.

The researcher used fifty journals related to the use of semantic feature analysis in teaching vocabulary. And then, the researcher found that thirty eight of fifty journals explained that semantic feature analysis was effective to be used in teaching English vocabulary. In its application, semantic feature analysis is proven to improve students' vocabulary. And sixteen out of thirty eight journals which stated that semantic feature analysis was an effective strategy stated that this strategy also suitable to be used in teaching vocabulary for young learner. However, besides its effectiveness semantic feature analysis also has disadvantages on its application, that is this strategy can only be used to teach vocabulary, it cannot be used to teach other materials. So that the results of using this strategy, is only the increasement of

students' vocabulary knowledge. But even so, the increase of students' vocabulary memorization helps them in learn other subjects such as in reading subjects they will understand the content of the text better, and on speaking subject because of their large of vocabulary it will help them in communicating each other.

In accordance with its meaning, semantic feature analysis is a strategy used to teach vocabulary using table, matrix, or grid, from fifty journals used, all of them indicate that the media they used are in accordance with the provision imposed. Twenty seven of them actually used table, matrix or grid without using the addition of media. However, the other twenty journals used additional media named list of words, and two other journals used a picture as an additional media. The addition of the media is allowed, because it can support the success of using semantic feature analysis but also the use of additional media must be related and suitable to used with semantic feature analysis media. The another journal used the movie script as an additional media in teaching using semantic feature analysis, but the results of that research make the effectiveness of semantic feature analysis become bias. The result is whether that effectiveness was really helped by semantic feature analysis or helped by the movie script.

From the several appearances of procedures for using semantic feature analysis, there are six procedures that are the most commonly and the most frequent. (1) Selecting a familiar category or topic for semantic feature analysis that will be the focus of a lesson (2) Explain the major concepts and each vocabulary word to the students briefly (3) Provide the students the key word that related to the topic or select three or four words or objects related to the category (4) Led the students to rate each vocabulary word in relation to each major concept (5) List the vocabulary with the feature to the table, matrix, or table, that have prepared (6) Guide the students to place a "+" sign in the matrix when a vocabulary word aligns with a particular feature of the topic and if the word does not align students may put a "-" in the grid. If students are unable to determine a relationship they may leave it blank. The last step is discussing the interesting items from the matrix. All the fifty journals show procedures that have the appearance of the above procedures, so that the application of semantic feature analysis will be organized and can be a guide for teachers so they will not get out of the topic discussion. Even there are some who went through one or two procedures and prefer to went to the core of the activity.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. General Remarks

In this chapter the researcher will explain the conclusions of the research results and suggestions for further research.

5.2. Conclusion of the Study

After conducting research and processing data, the researcher can answer research questions and draw the conclusion that semantic feature analysis is an effective teaching strategy and is suitable for teaching vocabulary, especially for young learners. There are two media used by the teacher in using semantic feature analysis, namely tables, grids, or matrices and lists of words. the procedure for using semantic feature analysis in teaching vocabulary as follows; Selecting a familiar category or topic for semantic feature analysis that will be the focus of a lesson, explaining the major concepts and each vocabulary word to the students briefly, providing the students the key word that is related to the topic or select three or four words or objects related to the category, led the students to rate each vocabulary word in relation to each major concept, list the vocabulary with the feature to the table, matrix, or table, that have prepared, guiding the students to place a "+" sign in the matrix when a vocabulary word aligns with a particular feature of the topic and if the word does not align students may put a "-" in the grid. If students are unable to determine a relationship they may leave it blank. The last step is discussing the interesting items from the matrix. The advantage of using semantic feature analysis is helping students to remember the word easily because it is organized in some categories of words and its weakness is semantic feature analysis is a way to review information and ensure understanding. The teachers can not use this strategy to really teach something.

5.3. Suggestions

Based on the above conclusions, the researcher will provide some suggestions as follows:

a. For Teachers

Teachers can use the semantic feature analysis strategy in teaching student vocabulary, because this strategy has been proven to be effective in improving student vocabulary and is suitable for teaching young learners.

b. For Further Research

Researchers suggest to next researcher for investigating vocabulary teaching using semantic feature analysis with a context.

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