



**THE STUDENTS' ABILITY IN UNDERSTANDING SYNONYMS IN  
READING ENGLISH TEXT AT THE SECOND YEAR OF  
MADRASAH ALIYAH MUHAMMADIYAH  
PENYASAWAN - KAMPAR**

Thesis

Submitted of Fulfill One of Requirements  
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( S.Pd. )



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## ABSTRAK

**Zalisman (2011): “Kemampuan Siswa dalam Memahami Persamaan Kata didalam Text Bacaan Bahasa Inggris di Madrasah Aliyah Muhammadiyah Penyasawan Kabupaten Kampar”.**

Bahasa Inggris adalah salah satu bahasa asing yang menjadi sebuah mata pelajaran wajib di sekolah Madrasah Aliyah Muhammadiyah Penyasawan. Oleh karena itu, murid – murid kelas dua MAMPAN harus menguasai 4 keahlian dalam Bahasa Inggris. Yaitu; Mendengar, Berbicara, Membaca dan Menulis Bahasa Inggris. Untuk bisa menguasai 4 keahlian ini, siswa harus bisa juga menguasai bagian – bagian dari bahasa yaitu berupa; tata bahasa, kosa kata, dan cara pengucapan.

Kosa kata adalah unsur yang perlu dikuasai dalam sebuah bahasa. Di Skripsi ini, penulis mempunyai anggapan bahwa menguasai sebuah bahasa dibutuhkan kosa kata yang memadai. Persamaan kata menjadi salah satu cara memperluas dan menambah kosa kata yang efektif.

Penulis tertarik dalam pembuatan penelitian ini, karena penulis menemukan beberapa masalah yang harus didiskusikan dan diteliti tentang kemampuan siswa dalam memahami dan menguasai persamaan kata Bahasa Inggris.

Dalam mengumpulkan data di penelitian ini, penulis menggunakan test dan pertanyaan – Pertanyaan sebagai alat untuk mengukur kemampuan siswa. Test atau soal-soal adalah untuk mengetahui kemampuan siswa dalam menguasai persamaan kata Bahasa Inggris dan pertanyaan adalah untuk mengetahui factor-faktor yang mempengaruhi kemampuan siswa dalam menguasai persamaan kata bahasa Inggris. Penulis menggunakan metode Quantitative dan menggunakan rumus seperti dibawah ini:

$$P = \frac{f}{N} \times 100\%$$

Tingkatan kemampuan siswa dalam menguasai persamaan kata, dapat diklasifikasikan menjadi 5 bagian. Yaitu; baik sekali, baik, agak baik, lemah, dan jelek. Dari data analisa, bisa kita simpulkan bahwa rata-rata prestasi siswa/I kelas dua MAMPAN adalah 54,90% dan ber kategori Lemah.



## ABSTRACT

Zalisman (2011): **“The Students’ Ability in Understanding Synonyms in Reading English Text at the second year of Madrasah Aliyah Muhammadiyah Penyasawan Kampar Regency”**.

English is one of foreign languages which becomes a compulsory subject at Madrasah Aliyah Muhammadiyah Penyasawan. Therefore, the second year students of the school should master four language skills. They are listening, speaking, reading, and writing. To master these skills, the students should master the language components; grammar, vocabulary, and sound systems.

Vocabulary is an essential element to master a language. In this paper, the writer has assumed that mastering a language needs to have adequate vocabularies. Synonym becomes one of techniques to enlarge vocabulary effectively.

The writer is interested in conducting this research because the writer has found some problems that should be discussed and investigated about students’ ability in understanding and mastering English synonyms.

In collecting the data of the research, the writer used the test and questionnaire as instruments. The test was used to know the students’ ability in mastering English synonyms. The writer used quantitative method by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

The level of the students’ ability in mastering English synonym is classified into five classes. They are; excellent, good, fairly good, weak, and poor. Based on the data analysis, it can be concluded that the average of achievement of the second year students of Madrasah Aliyah Muhammadiyah in mastering English synonym is 54.90 %. It is categorized in Weak Level.

ذليس مان ( ) : فهميل  
بمدرسة العالية المحمدية فيياسوان  
كلمة الانجيزية

اللغة الانجيزية هي لغة الأجنبيية من واجب حصص في مدرسة العالية المحمدية فيياسوان. لذلك ينبغي لطلاب الصف الثاني لاستعاب اربع مهارات وهي مهارة الإستماع . يجب عليهم ان يستعسبوا عناصر اللغة كتركيب الجمل ومفردات

ان المفردات من اهم العناصر الذي يجب لطلاب ان يملكه عند تعلم اللغة. وفي هذه الرسالة رأى الباحث ان في استعاب اللغة يحتاج الى المفردات المطابقة. احث ليكتب هذه الرسالة لأنه يجد المشاكل الهامة للبحث يعنى عن استطاعة الطلاب في استعاب المفردات الانجيزية المترادفة. استعمل الباحث في جمع البيانات طريقة الإختبار والأسئلة لمعرفة قدرة الطلاب في استعاب المفردات الانجيزية المترادفة وطريقة الأسئلة لمعرفة الـ quantitative . واستعمل الباحث طريقة :

$$p = \frac{f}{n} \times 100\%$$

مستوى استطاعة الطلاب في استعاب مرادف الكلام تنقسم الى خمسة اقسام فهي: جيد جدا, جيد, فنأخص من تحليل البيانات مجموع قدرة الطلاب الصف الثاني فهي %

## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL</b> .....	<b>i</b>
<b>EXAMINER APPROVAL</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>LIST OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>LIST OF APPENDIXES</b> .....	<b>xi</b>
<b>CHAPTER I. INTRODUCTION</b> .....	<b>1</b>
A. The Background of the Problem .....	1
B. The Problem .....	5
1. The Identification and Limitation of the Problems .....	5
2. The Formulation of the Problem .....	6
C. The Reason Choosing the title .....	6
D. The Objectives and the Significance of the Research.....	6
1. The Object of the Research .....	6
2. The Significance of the Research.....	7
E. The Definition of the Terms.....	7
<b>CHAPTER II. THE LITERATURE REVIEW</b> .....	<b>9</b>
A. The Theoretical Framework .....	9
1. The Nature of Ability in understanding synonym.....	9
2. The Nature of Synonyms .....	11
3. The Synonym of English Vocabulary .....	17

4. The Concept of Ability.....	23
5. The Learning of Synonyms.....	24
6. The Nature of Reading Text.....	28
7. The Guided of Reading Text.....	29
8. Steps in the Process of Guided Reading Text.....	30
B. The Relevant Research.....	31
C. The Operational Concept .....	32
<b>CHAPTER III. RESEARCH METHODOLOGY .....</b>	<b>34</b>
A. Time and Location of the Research .....	34
B. Subject and Object of the Research .....	34
C. Population and Sample.....	34
D. Techniques of Data Collection.....	35
E. Techniques of Data Analysis .....	36
F. Organization of Writing .....	37
<b>CHAPTER IV. THE DATA PRESENTATION AND ANALYSYS .....</b>	<b>38</b>
<b>A. The Data Presentation .....</b>	<b>38</b>
1. The Students' Ability in Understanding Synonyms .....	38
2. The Factors that Influence the Students' Ability .....	43
<b>B. The Data Analysis .....</b>	<b>49</b>
1. The Data Analysis of the Students' Ability .....	49
2. The Data Analysis of Factors that Influence Ability .....	55
<b>CHAPTER V. CONCLUSION AND SUGGESTION.....</b>	<b>57</b>
A. The Conclusion .....	57

B. The Suggestion.....58

**BIBLIOGRAPHY**

## LIST OF TABLES

TABLE III.1 The Number of second year students of MAM Penyasawan .....	35
TABLE III.2 The Classification Students' Score .....	36
TABLE IV.1 The Students' score in Understanding Synonyms Of Verb .....	39
TABLE IV.2 The Students' score in Understanding Synonyms Of Noun .....	40
TABLE IV.3 The Students' score in Understanding Of Adjective .....	41
TABLE IV.4 The Students' score in Understanding Of Adverb .....	42
TABLE IV.5 The Students' Opinion About Synonym Matery .....	43
TABLE IV.6 The Students' Efforts In Understanding Synonym .....	44
TABLE IV.7 The Students' Opinion When The Teacher Explain .....	44
TABLE IV.8 The Students' Participation Teacher Give Explanation.....	45
TABLE IV.9 The Students' Motivation In Understanding Synonyms.....	45
TABLE IV.10 The Students' Participation When Teacher Give Assignment.....	46
TABLE IV.11 The Students' When Find Difficult In Understanding Synonyms.	47
TABLE IV.12 The Students' Activity In Looking For Of New Word.....	47
TABLE IV.13 The Students' Motivation In Understanding Synonyms.....	48
TABLE IV.14 The Students' time in Understanding synonyms .....	49
TABLE IV.15 The Rate of Percentage in Understanding Synonyms of Verb .....	50
TABLE IV.16 The Rate of Percentage in Understanding Synonyms of Noun .....	51
TABLE IV.17 The Rate of Percentage in Understanding Synonyms of Adjectiv.	52
TABLE IV.18 The Rate of Percentage in Understanding Synonyms of Adverb ..	53
TABLE IV.19 The Recapitulation of score of frequency rang ability.....	54
TABLE IV.20 The Data Analysis of the Factors Influence it .....	55

## **LIST OF APPENDIXES**

<b>APPENDIX I</b>	<b>: Test</b>
<b>APPENDIX II</b>	<b>: Questionnaire</b>
<b>APPENDIX III</b>	<b>: Key Answer</b>
<b>APPENDIX IV</b>	<b>: The Students' Score</b>
<b>APPENDIX V</b>	<b>: The Students' Score in data</b>
<b>APPENDIX VI</b>	<b>: The Students' Score ( Try Out )</b>
<b>APPENDIX VII</b>	<b>: The Recapitulation Students' score</b>

# CHAPTER I

## INTRODUCTION

### A. THE BACKGROUND

English is a foreign language and taught formally from elementary school up to the university level. As an International language, English is very important and has many interrelationships with various aspects of life, such as owned by human being and it is also used by people in all over the world for communication in international forums; economics, politics, technology and education forums. Most of people on the world use English is not only for language communication but also for business, say for example tourist guide, presenter and many others.

Learning English is not only as public speaking but should also know how to read and write in English. It means that by using language, we can express our feeling, idea and communicate to other people. In other words, there are more people interested in studying language of English. To be master in reading the students should have ability and skills. Nowadays, the students' ability understanding synonyms in reading English text depends on their ability in mastering vocabulary of synonym. Therefore, in understanding synonym, the students have to master more the others synonym word.

Brown (1994:217), says that English language teaching have four skills, are: Writing, Reading, Listening, and Speaking as of paramount importance, all of them support each other. Besides these skills, they also learn English language components such as grammar, vocabularies, pronunciation, and spelling.



Reading is one of the language skills the students learn. This skill has a very important role to play, especially to obtain information from the English text book. Therefore, the learner has to be able to read the text effectively and efficiently in order they can understand the reading text clearly.

By reading people will attain the ideas that they want and will be able to use them in accordance with their needs. Richard, et al (1999:305) stated that reading perceives a written text in order to understand its content, and the reader is as active in contrasting meaning that related to previous knowledge of the readers. In addition, the previous knowledge of the readers involves three processes naturally that of sampling, inferring and predicting in which related to the interested in reading text. Reading is something crucial and indispensable for the students because the success of their study or their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Synonym is a word which has identical meaning. One of the ways to develop vocabulary is with understanding and mastering word synonyms in Reading English text. Most of the students are failure in understanding synonyms. Because word synonyms as one of the elements of English, it is needed in studying English. "It is the total number of words in language" Hornby (1995:1331). We understand a text of language if we know the meaning of the word synonyms in the text. According to statement above, we know that mastering word synonym is very important in implementation of the languages.

According Dale, (In Nurrohimah, 2007: 03) says that the way of teaching and learning vocabulary throughout are seventeen categories; test, content, clues, synonym, antonym, homonym etymology, prefixes, suffixes, word root, pronunciation, spelling, semantic, proverb, literature, dictionary, and word game. Specifically, in this research the writer focuses on developing the new vocabulary by understanding synonyms of word in Reading text.

Madrasah Aliyah Muhammadiyah Penyasawan is one of schools in Riau Province especially in Kampar Regency. English is one of subjects learned and will be tested in National Examination (UN). In this school, English is taught four hours a week for Mathematical Natural Science and four hours for Social Studies department. Reading and writing are served about one hour (45 minutes) every week (Curriculum MA, 2006:40). That means, English is taught about 80 hours every semester, and writing is taught about 18-20 hours every semester (KTSP: 2006).

The main problem that is interesting for the writer in using of the new vocabulary is synonym for example; the students can not find one of English words from others. In others words, the students get difficulty in understanding word such as “competence” the synonym is “ability”. In fact, some students can’t find the other synonym from the word “ability”, such as capacity and capability. Whereas, still many the others word of ability that same meaning.

Based on the writer preliminary observation At The Second Year of Madrasah Aliyah Muhammadiyah Penyasawan, the writer found that the teachers have done efforts in understanding synonyms on Reading text , such as:

- a. The teacher taught the students how to understanding and mastering synonyms in reading English text.
- b. The teacher asked the students to memorize new vocabulary that they found.
- c. The teacher gave the students exercise in determining about English test of Synonyms.
- d. The teacher asked the students apply word synonym in Reading, speaking, and writing.

Therefore, when the students were reading English text and saw dictionary, the students could understand the meaning of the text. But, most of the students still got difficulties in Understanding English Synonyms.

Based on the writer observation, the writer found some phenomena as follows:

1. Some of students did not understand the meaning of the text word even though the students knew the original word, e.g. the students knew the meaning of word "*ability*", but they did not use the other words that have same meaning such as: power, competence, capability.
2. Some of the students could not find synonyms of word in a passage and dictionary.
3. Some of the students got difficulties to understand and master of synonyms in reading English text.
4. Some of the students did not have books of synonym.

From the symptoms above, the writer is interested in conducting a research entitled:

**“THE STUDENTS’ ABILITY IN UNDERSTANDING SYNONYMS IN READING ENGLISH TEXT AT THE SECOND YEAR OF MADRASAH ALIYAH MUHAMMADIYAH PENYASAWAN KAMPAR REGENCY”.**

## **B. THE PROBLEM**

Based on background above that there are many students of Madrasah Aliyah Muhammadiyah Penyasawan cannot understand synonyms in reading English text, The writer identifies some problems as follows:

### **1. The Identification of the Problems:**

In this research, the writer focuses on the students’ ability in understanding synonyms in reading English text. The problems are identified as follows:

- a. How is the students’ ability in understanding synonyms in reading English text?
- b. Why the second year students of Madrasah Aliyah Muhammadiyah Penyasawan cannot understand and master English synonyms?
- c. What are the factors that influence the students’ ability in understanding English synonyms?
- d. What are the difficulties of the students to understanding synonyms?
- e. Why are the students not interested in memorizing English synonyms?

### **2. The Limitation of the Problems:**

Because the scope of the problem is quite large, it necessary to limit this problems. In this occasion, the writer focuses and limits the problems of this

research on the students' ability in understanding synonyms in reading English text at the second year of Madrasah Aliyah Muhammadiyah Penyasawan”.

### **3. The Formulation of the Problems:**

The Formulation of the Problems is formulated as follows:

- a. How is the students' ability in understanding synonyms in reading English text at the second year students of Madrasah Aliyah Muhammadiyah Penyasawan?
- b. What factors influence the students' ability in understanding synonyms in reading English text?

### **C. THE REASONS FOR CHOOSING THE TITLE.**

The Reasons why the writer is interested in carrying out a research on the topic above are based on several considerations:

1. The writer is very interested in knowing much about the ability of students in understanding and choosing of word synonyms.
2. The research can be conducted because the time and the place of study are favorable for the writer.
3. It is relevant with the writers' status as English student of English Education Department at UIN SUSKA RIAU.

### **D. THE OBJECTIVES AND SIGNIFICANCE OF THE RESEARCH.**

#### **1. The Objectives of the Research**

The objectives of the study can be formulated as follows:

- a. To find out the second year students' ability in understanding synonyms.

- b. To find out the factors that influences the students' ability in understanding synonyms in reading English text at the second years of Madrasah Aliyah Muhammadiyah Penyasawan.

## **2. The Significance of the Research**

- a. To give contribution to the students in order they can improve their ability in understanding synonyms in reading English text.
- b. To provide English teacher as well as educational practitioners to be more successful and better in learning process.
- c. To fulfill or the requirements at the English Education Department of Tarbiyah and Teacher's Training faculty of UIN SUSKA Riau.

## **E. THE DEFINITION OF THE TERMS.**

In order to avoid misunderstanding and misinterpretation about the title, it is necessary to explain the term used in this research. The terms are as follows:

### **1. Ability**

Ability is (potential) capacity of power to do something physical or mental, special nature power to do something well (Hornsby, A.S, 1989: 2). In this study, it means students' ability in mastering English synonyms.

### **2. Understanding**

Understanding is the quality or condition of one who understand comprehension, thus it can be asserted that understanding refers to the quality of students' comprehension level on sentence pattern and paragraph (Hornby, A S, 1989: 284)

### 3. Synonym

Synonym is a word which has the same or nearly the same meaning as another word (Jack C. Richards, et al, 1992: 368). It also can be defined as a word having meaning similar with another word in the same language.

### 4. Reading Text

Reading text, this sentence consists of two words; Reading and Text.

Reading is to apprehend the meaning of (a book, writing, etc) by perceiving the form and relation of the printed or writing characters. (Ronald, 1975: in Nurbaiti, 2004: 8)

## CHAPTER II

### THE LITERATURE REVIEW

#### A. THE THEORETICAL FRAMEWORK

In this research the writer thought that vocabulary is the most important thing to be mastered English synonym by the students because vocabulary is one of the language components considered to be the most important thing in language learning especially, in learning foreign language. Therefore, the second language learner should enlarge vocabularies in order that they could follow the teaching learning process effectively.

##### 1. The Nature of Ability in Understanding Synonym

Ability is capacity or power to do something physical or mental. Special nature power to do something well (Hornsby, AS; 1989: 2). Ability is referring to the students' ability in understanding synonym in reading English text. Actually, ability cannot be separated from the students' factors that determine for their learning success. The achievement of the students' ability in understanding synonyms in reading English text could be refers to the students score in the test.

Synonyms there are two categories in understanding and mastering, they are:

a. The noun understanding and using synonym. In this category, understanding and using synonym have four meaning, they are:

Meaning 1. The cognitive condition of someone who is understanding and using synonym; apprehension, discernment.



Meaning 2. The statement (oral or written) of an exchange of promises  
synonym; agreement.

Meaning 3. An inclination to support or be loyal to or to agree with an  
opinion synonym; sympathy

Meaning 4. The capacity or rational thought or inference or discrimination  
synonym; reason, intellect.

- b. The adjective understanding and using synonym, it is categorized has no  
meaning.

Meaning 1. Characterized by understanding and using synonym based on  
comprehension and discernment and empathy.

Synonyms are words different in their outer aspects, but identical or  
similar in their inner aspects. In English there are a lot of synonyms, because  
there are many borrowings. There are some absolute synonyms in the  
language, which have exactly the same meaning and belong to the same style,  
e.g. to moan, to groan; homeland, motherland etc. And Synonyms can be  
nouns, verbs, adverbs or adjectives, as long as both are the same part of  
speech.

The achievement of the student's ability in mastering English synonym  
could be referring to the students score in the test. Mastering English synonym  
more importantly indicates that students' ability in understanding synonyms in  
reading English text are the results from their ability to make a distinction of

comprehension, such as: explain, convert, give example, enlarge, and summarize in the tasks.

## 2. The Nature of Synonym

The word synonymy derived from Greek. Synonyms is included in semantic lexical, which study about some words that have one meaning. Chaer (1995; in Nurrohimah, 2007: 11) says that synonyms come from “Syn” means same, anome means name. Meanwhile, other linguists give definition of synonyms.

Chitravellu (1995; in Nurrohimah, 2007: 12) says that word has nearly equivalent meaning when it has some or nearly the same meaning of another word, it is called with synonym. This point of view has focused on similar meaning of the word. In addition, Hornby (1995: 1212) says “synonym is a word or phrase with same meaning as another in the same language”.

According to paule (1987: 43), synonym is word of the same meaning. The English language has kind of synonym. The word synonym is not only simple word but also it is in phrase and idiom. This word will recognize with reading, listening, speaking, and writing. We can differentiate a sentence wheatear has synonyms or not. Illustrate the nuances among synonyms to demonstrate how students can get across their meaning in a more specific manner. For example, imagine a pitcher throwing a ball. Then ask them to describe what it would look like using each of the following synonyms: *toss*, *lob*, *hurl*, and *fling*.

The words synonym will recognize with reading, listening, reading, and writing. We can use synonyms to elucidate our meaning, and we can use thesaurus, unlike the dictionary that gives the definition of word, to know the list of synonyms. A synonym is a word or phrase that means the same or nearly the same as another. Here is a list of synonyms, arranged alphabetically, that can help you build your vocabulary and add variety to your writing. Synonyms are words of the same grammatical class (nouns, verbs, adjectives, etc.) that have similar meaning.

Most English speakers never noticed the differences between these types of snow and might have trouble seeing them even if someone pointed them out. Eskimos, on the other hand, recognize and think about the differences in snow that English speakers don't see because our language gives us just one word. Similarly, the Nuer of Sudan has an elaborate vocabulary to describe cattle. The Nuer has dozens of names for cattle because of the cattle's particular histories, economies, and environments. English speakers can also elaborate their snow and cattle vocabularies when the need arises.

There are many synonyms used for Distance Learning, such as Distance Education, Distributed Learning, or Remote Education. For the purposes of this guide, Distance Learning will be defined by the following criteria:

1. The teacher and students are separated by distance (this distance could mean different classrooms in the same school or different locations thousands of miles apart).

2. The instruction is delivered via print, voice, video, or computer technologies
3. The communication is interactive in that the student receives support and feedback from the teacher. The feedback may be immediate or delayed.

Distance Learning can be roughly divided into synchronous or asynchronous delivery types. Synchronous means that the teacher and the student interact with each other in "real time." For example, with two-way videoconferences, students interact with "live" video of an instructor. Less complex technologies, such as telephone conversations, are also synchronous. Asynchronous delivery does not take place simultaneously. In this case, the teacher may deliver the instruction via video, computer, or other means, and the students respond at a later time. For example, instruction may be delivered via the Web or videotapes, and the feedback could be sent via e-mail messages.

There are some types in synonyms, According to Aik chuan (1999:12 in Eldawati, 2003: 9), synonym has some types, and they are: synonym of noun, synonym of adjective, synonym of verb, synonym of adverb.

a. Synonym of Noun

Example: Ability – competence

Advantages - benefit

b. Synonym of Adjective

Example: Nice – pleased

Beautiful - lovely

c. Synonym of Verb

Example: Affect – influence

Finish – complete

d. Synonym of Adverb

Example: Always – forever

Actually, one word is not really similar with each other, either it is in meaning or in context of the word. We can analyze the word that will seem similar in information. As verhaar (1984; in Nurrohimah 2007:13) say that two synonyms is not exist in similar meaning, but it is similar in information.

On the other word, Ullman (1975; in Lyon 1989:447) says that:

“It is almost a truism that total synonymy is an extremely rare occurrence, luxury that language can ill afford. Only those words can be described as synonymous which can replace each other in any given context without the slightest change either in cognitive or emotive import, the two conditions for total synonymy are therefore (i) interchange ability in all context (ii) identity in both cognitive and emotive import”.

But this view conversed by another expert which they gave different criteria for synonym. Jhon Lyon, (1989; 448) arguers that:

“Granted the validity of a distinction between ‘cognitive’ and ‘emotive’ sense, we may use the term *Complete Synonyms* for equivalence of both cognitive and emotive sense; and we may restrict the term *total* synonymy to those synonyms (weather complete are not) which are interchanges able in all contexts. This scheme of classification allow for four possible kinds of synonymy (assuming that only two values are attributed to each of the variables), they are:

1. Complete, and total synonymy
2. Complete, but not total
3. Incomplete, but total
4. Incomplete, but not total.

We could find synonymy not only in word form but also we could find in sentences, phrase, and morpheme. So, the used of synonyms depend on the context of synonym it self. Verhaar (1984:13) says that Synonyms can be differentiated depend on the standardization of using synonyms that are:

a. Synonym with context

Example: Jhon see Fitri synonym with Fitri see Jhon

b. Synonym with phrase

Example: Beautiful house synonym with house beautifully

c. Synonym with word

Example: Advantage synonym with benefit

d. Synonym with morpheme

Example: that bag synonym with their bag.

When the students understand and can use synonym, the students can bring it forth upon demand- tell us the knowledge or demonstrate the skill and will be easier in writing and can be apply in reading text. The subject of writer is the second year students of Madrasah Aliyah Muhammadiyah Penyasawan. Probably, this problem is caused by the students learning strategy and the students seldom practice speaking, writing, reading, and listening in daily life.

As we might imagine, synonyms and antonyms are very useful in these games! For example, if the target word were **BLUE** the partner might give clues like **SAPPHIRE**, **CERULEAN**, and **INDIGO**, or they might try a different tack and say **SAD**, **DEPRESSED**, and **DOWN**. Since these games are timed, the most descriptive synonyms will give the best clues and allow the

contestant to guess the correct word in the shortest amount of time. That's particularly true in the word games that allow the partners to use descriptive phrases instead of single words, because the fewer words the partner has to say, the less time it will take the contestant to guess. Rather than trying to elicit the answer **MOUNTAIN** by saying "a land formation that raises high above the surroundings, often with snow on the top" the one-word synonym **PEAK** might do the same job, in a fraction of the time. Antonyms are also useful: "not a valley" might get the right answer too.

The factors that influence to the students in learning success to understand synonyms in reading text are internal and external factors. Firstly, the internal factors involve some aspects. Slameto (2000: in Nurrohimah, 2007: 14)) says that there are four aspects and categorized as internal factor, they are:

- a. Attention
- b. Interest
- c. Motivation
- d. Intelligent.

These factors become determined factors for the success of learners in the learning process. Further, every body has particular way of thinking and behaving. These factors are related with student's cognition. For instance, the students have difficult in enrich their vocabulary, so they use a technique through knowing the word synonymous and antonymous and use the word synonymous both in reading, speaking, and writing.

While, secondly. External factors involved some aspects, Muhibbin Syah (2001: 14) says”:

- a. Family
- b. Social environment they are teacher, friends, etc.
- c. Non social environment they are time, curriculum, teaching method, discipline, and facility.

### **3. The Synonym of English Vocabulary**

In this research, the writer thinks that vocabulary is the most important thing to be mastered by the students. Vocabulary is a total number of words in language, the words known to a person and a list of words with their meanings, especially at the back of a book used for teaching a foreign language. Hornsby, (1995: 1331) state that it is one of elements or languages components that is needed in learning English. According to Haris (1969; in Eldawati, 2003: 7), a moment thought will establish there is very important element shared by all for skills: grammar system, vocabulary system, and sound system phonology. Thus, one of language components is vocabulary.

Mastering English vocabulary is very important in implementation of the four languages skills. River, (1983 in Nunan: 117) says;

“An adequate vocabulary is essential to 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”.

Vocabulary in this study covers the selection and the use of varied words that used by students. In short, the writer concludes that vocabulary is a total



number of words which has meaning in a particular language which is necessary for students to use in speaking and writing.

Vocabulary can be defined, roughly, as the words we teach in the foreign language. According to Penny Ur (1991: 62), there are six further examples of vocabulary items, there are:

1. Form: Pronunciation and spelling
2. Grammar
3. Collocation
4. Aspects of meaning (1): denotation, connotation, appropriateness
5. Aspects of meaning (2): meaning relationships

How the meaning of one item relates to the meaning of other can also be useful in teaching. There are various such relationships: here are some of the main ones;

- Synonyms: items that mean the same, or nearly the same; for example, bright clever, smart may serve as synonyms of intelligent.
- Antonyms: items that mean the opposite; rich is an antonym of poor
- Co hyponyms or co-ordinates: other items that are the same kinds of thing; red, blue, green and brown are co- ordinates.
- Super ordinates: general concepts that 'cover' specific items; animal is the super ordinates of dog, lion, mouse.
- Translation: words or expressions in the learners' mother tongue those are (more or less) equivalent in meaning to the item being taught.

6. Word formation

According to Christine Nuttall (1982: 76), there are some kinds of difficulty that effective readers have to be able to deal with, there are:

- Idioms
- Transfer of meaning
- Words with several meaning
- Sub technical vocabulary
- Super ordinates
- Synonyms and antonyms
- Irony
- Using a dictionary

It was defined at the introduction that Vocabulary is a set of lexemes, including; single words, compound words and idiom (Richard, et al, 1999:400). In another definition, vocabulary is the total number of words that make up a language (Homby, 1995:1331) It means that vocabulary is different from word. As Homby (1995:1374) word is a sound or group of sound that express a meaning of forms an independent unit of a language. Vocabulary is basic component in learning language. According to Whorter in Parondian (2005:12), vocabulary development is a skill worth the effort to improve your vocabulary affects not only reading skill but also speaking, listening and writing skill as well. It means that in mastering four language skills, vocabulary is needed.

Burto, (1982 in Nurrohimah: 15) says: “We all have four different vocabularies, used in those separate communication activities. Of the words

that we hear, we understand some that we are not confident enough to use in our speech. Of the words that we read, we understand some that we are not confident enough to use in our own writing. Our listening vocabulary is larger than our speaking vocabulary. Our reading vocabulary is larger than our writing vocabulary”.

Humor can be a particularly effective strategy in these types of vocabulary workshops. Provide exaggerated and comical examples to help students become aware of how wrong word choices can cause hilarious and horrifying miscommunication. To help students arrive at the conclusion that building vocabulary makes communication more effective and interesting, try the following activity: Have students do writing exercises using a limited vocabulary base. Then, have them do rewrites using vocabulary words and share both versions with classmates.

Vocabulary building is a book full of various activities that help you remember and learn to use a wide range of words. Originally designed for native English-speakers is proved to be a fun way of building vocabulary for learners of English as a second language. Focal vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group; those with particular focuses of experience or activity. A lexicon, or vocabulary, is a language’s dictionary, its set of names for things, events, and ideas. Lexicon influences people’s perception on things. Thus, Eskimos have several distinct words for different types of snow that in English are all called snow.

Vocabulary is fun, it is a leading vocabulary website worldwide with the best flash online word games. The vocabulary games include an online word search, an online crossword puzzle, and hangman online (our version is called Hang Mouse). Users choose the vocabulary list that the online word game will use in the word game. The vocabulary games are popular for use on smart boards for word games to build vocabulary skills in classrooms.

Many people build their English vocabulary through a blend of methods by taking English classes, reading books, watching movies in English, and studying English with English language software. Playing word and vocabulary games is a valuable part of learning English. There are thousands of vocabulary words in our vocabulary lists. Vocabulary is a fun educational website dedicated to helping you build reading, phonics, or English language skills. We offer Free Online Word Games which are specifically designed to build vocabulary skills and to motivate people to learn through fun practice in spelling, phonics, and vocabulary.

Many of Vocabulary Learning Fun's vocabulary word games are organized with dozens of categories of vocabulary lists. By making connections between words and ideas, and between words and pictures, we build vocabulary skills. Connections between vocabulary words make the process of building vocabulary skills faster and more efficient. This grouping of knowledge by topic is a cornerstone of the vocabulary in learning website. The fun of English vocabulary games can help both native and foreign

speakers of English build their English language vocabulary skills. There are vocabulary word games for all levels of English.

We need to enlarge our vocabulary because it can help us express in our performance in all aspects of English-language work. A large vocabulary helps us to express our ideas precisely and vividly. Of course, this could not separate from techniques how they enlarge their vocabulary. Specifically, the English teacher has to know the best techniques in enriching students' vocabulary. The two most common types of word relation are synonymy ( a word similar in meaning ) and antonym ( a word opposite in meaning ).

Because vocabulary is one of the most important aspects of foreign language learning, so the students need to have the vocabularies as better as possible. To increase the vocabulary based on Rose Wassman and Lee Rinsky (2000: in Nurrohimah, 2007: 16) there are some ways, they are:

- a. Learn to use the context efficiently
- b. Use mnemonics with visualization and association
- c. Use the dictionary routinely to help pronounce words and understand their meaning
- d. Use the thesaurus to find the synonyms and antonyms.

In reality, understanding words synonym in English text will make the students have more vocabularies and apply in their speaking and writing. The usage word synonyms in speaking and writing will make sentence various, without ignoring the meaning and the value of the sentence. Tarigan (1984; in Eldawati, 2003: 8) says that synonyms is a word that the meaning is not

different in word value, Even though English have words that have same meaning, but each of them is different in age.

Actually, the advantage of using synonyms in writing is that the usage of synonyms in speaking and writing will be giving widely occasional to choose vocabulary and always practice in writing, in spite wrong and errors in writing. Without changing the idea of the writer wanted to, the composition seems more various. The other advantages in using word synonyms that are: synonyms can help speaker in communication to avoid monotonous expressions when a speaker speech, and the usage of synonyms would help to make sharp and concise differences of the word meaning, and the study of synonyms will help the reader come closer to saying what he reality wants to say.

#### **4. The Concept of Ability**

Ability is power skills, especially to do, to act and to make something (Longman, 1978: 9). Ability as the writers' purpose is ability in understanding synonyms in reading English text. Actually, ability cannot be separated from the student's factor determine for their learning success. The achievement of the students' ability in mastering English synonyms could be referring to the students score in the test.

The writer subject is the second year students of Madrasah Aliyah Muhammadiyah Penyasawan which some of the students got difficult in expanding vocabulary through synonyms. Probably, this problem is caused by

the students learning strategy, and it causes that the students always gets trouble and failure in doing English test.

Intelligence of the students becomes determining to the students' ability in learning, it refer to the students who have low intelligence. In this case, the students' motivations in mastering English synonyms refer to how the students enlarge their vocabulary. It have closed relation with students motivation to repeat the word, it needs to repeat a subject.

Repetition becomes significant factors which made the students can solve their difficulties in learning synonyms. Slameto (1995: 37) states that memory of the students is not loyal, that is way, they should repeat in order that they are not easy to forget. Finally, some words have one more meaning. It is necessary for the students to have high motivation in mastering it. Finally, the students should be able to combine all of the factors inside our out side as well in order that the students are able to master four language skills.

## **5. Learning of Synonyms**

This lesson introduces students to the basic concept of a synonym and how varying vocabulary usage through synonyms can enhance their writing. Students will also synthesize their understanding of synonyms and the Visual Thesaurus by playing "Synonym Charades," a fun guessing game where students will figure out original book or movie titles based on synonym clues.

Using the VT (Visual Thesaurus) to identify definitions and synonyms of "great" that are relevant to the warm-up paragraph:

- a. Display the Visual Thesaurus word web for "great" on the white board, and point out the nine "meaning" or "definition" bubbles surrounding the word "great."
- b. Challenge students to help you identify which three meanings of "great" could apply to the sample paragraph from the warm-up. (Students should recognize that the definitions "very good;" "remarkable or out of the ordinary;" and "of major significance or importance" could all apply to the warm-up paragraph.)
- c. Point out that each of these three meaning bubbles lead to words in an outer ring of the web. Explain to students that these words are all related to great and some of them are synonyms that could be used in place of great in the warm-up paragraph.

According to Kathleen T. McWhorther (1985: 28), says that a thesaurus is a dictionary of synonyms. It groups words together that have similar meanings. A thesaurus is particularly useful to:

- Locate a precise, exact term to fit a particularly situation
- Find an appropriate descriptive word
- Find a word to replace one that is overused or unclear
- Find a word that conveys a more specific shade of meaning.

Suppose we are looking for a more precise word for the expression *will tell us about* in the following sentence:



In class today, our chemistry instructor will tell us about our next assignment. The thesaurus lists the following synonyms for "tell-explain": explain, explicate, and expound; give the meaning, tell the meaning of; spell out, account for, explain way, etc.

Read the above entry and underline words or phrases that we think would be more descriptive than *tell about*. We might underline words and phrases such as *common upon, illustrate, demonstrate, and spell out*.

When we first consult a thesaurus, we will have to become familiar with its format and learn how to use it. The following is a step by step approach:

1. Start with the extensive index in the back to locate the word we are trying to replace. Following the word, we will find the numbers(s) of the section(s) in the main part of the thesaurus that list the synonyms of the word
2. Turn to those sections, scanning each list and jotting down all the words we think might work.
3. Test out each of the words we selected in the sentence in which we will use it. The word should fit the context of the sentence.
4. Select the word that sounds right and fits best with what we have said
5. Choose only words with which we are familiar and whose shades of meaning we know. Check words of which we are unsure in a dictionary

before using them. Remember, misusing a word is often a more serious error than using a word that is overused or not descriptive.

Revising the warm-up paragraph by using synonyms of "great":

- a. Distribute copies of the Using Synonyms in our Writing and how to apply in reading text.
- b. Explain to students that they should now work with a partner to choose synonyms of "great" from the displayed word web to revise the paragraph about the party. If students are unsure of the synonyms' definitions, then click on individual synonyms so students can read the meanings of each of the related words they are considering.
- c. Have a few partnerships read aloud their revised versions of the warm-up paragraph. If students are hesitant, you could first supply a model:

Using synonyms to rewrite movie or book titles:

- a. Distribute an index card to each group, each with a different book or movie title written on it. Here are some sample titles that work well with the exercise since they all follow the same "adjective noun" pattern: Open Season, Happy Feet, Sleeping Beauty, Polar Express, The Iron Giant, The Secret Garden, The Never-ending Story. (NOTE: You can use other book or movie titles for this game to ensure that your students will be familiar with the original titles. However, choose

short titles that will not be too time-consuming or difficult to transform with synonyms.)

- b. Emphasize to groups that they should first use the Visual Thesaurus to look up the main words contained in their assigned titles. Clarify to students that meanings on the VT are color-coded according to part of speech. When they are looking at the word web of an adjective, they should consider only the synonyms or related words that stem from the gold meaning bubbles. And when they are looking at the word web of a noun, they should consider only the synonyms or related words that stem from the red bubbles. (This should make choosing synonyms for their rewritten titles less complicated.)
- c. Have groups write their revised movie or book titles on the reverse side of their index cards, being careful not to allow other groups to see their original titles in the process.

Presenting synonym titles:

- a. Have each group stand in front of the class to present its new movie or book title by writing it on the board.
- b. After each group's title presentation, the other groups should use the VT to study the word webs for each main word in the revised title to try to determine the words in the original title of the movie or book. For example, a group might write "Dormant Knockout" on the board, and the students in the class could discover with the help of the VT

that "dormant" is a synonym for "sleeping" and that "knockout" is another word for "beauty;" thus, the original title must be Sleeping Beauty.

- c. If students get "stuck" while trying to guess a title, use the white board to help guide the class as a whole through the possible choices in each word web.

## **6. The Nature of Reading Text**

In fact reading text must be able to write a series of sentences that grammatically and logically connected this as made in order that how reading text can convey and express the ideas to reader clearly, meaningfully and intelligently. It is not easy to present the reading English text to the students, especially whose language system is different.

The students should have the ability to understand the text they reading by having broader knowledge and vocabulary. In the reading text, there are some paragraphs example; paragraph 1, 2 and 3. In order to be able read the text well the students should understand each paragraph.

## **7. The Guided of Reading Text**

In guided in reading text the students read a text which has been selected by the teacher, and explorer the text together through discussion, which the teacher supporting the students' use of appropriate reading strategies. The teachers' role is crucial. The teacher selects the text, based in the learning needs of the students. The teacher introduces the text sharing with the students the purpose and the learning out comes. The

teacher introduces the text and guides the students as they talk, read, and think their way through the text.

There are some key objectives of guided reading session, they are:

- a. An appropriate text is chosen with appropriate learning needs and content that will interest and engage the students.
- b. Identify challenges that the text might present and decided how these will be addressed.
- c. The learning intentions and the success criteria for the session are selected (shared with the students)
- d. New vocabulary is discussed with the students
- e. Text are read and discussed by the students
- f. Students respond to texts

### **8. Steps in the Process of Guided Reading Text**

There are some steps in process of guided of reading text, they are:

#### ✓ Preparation

A wide range of the text forms are suitable for guided reading- stories, poems, articles, reports, recounts, descriptions, instruction, explanation, arguments, extracts from magazine or newspaper, picture books, cross curricula text, extracts novels.

Based on the statement above the teacher should:

- Plan how the text should be introduced
- Plan the learning intention and discusses criteria

- Think about the questions that will encourage the students to think critically and discuss issues/ ideas.
- Plan something for those that finish first e.g. other books on the topic to read/ browse, maps to explore, a dictionary, a thesaurus.
- Think about purposeful activities for the rest of the class
- Introducing the text.

In this step it will vary depending on the text selected. The discussion may be based on the students' experiences, a particular theme or topic, title, illustrations, the author, and the opening sentences. The students should be encouraged to plan and ask questions, make predictions of the text.

✓ Reading the text

Students read the text silently to themselves. The purposes for reading the text will be shared with the students before they each page or chunk of text.

The teacher observes the students as they read, noting problems or difficulties that need to be followed up later.

✓ Responding to and discussing the text

This is a very important step. The discussions should not be rushed. The discussion should not be just a question and answer session. Encourage focused conversations to extend students' comprehension and critical thinking. Use questions and prompts to

probe their understandings. Ask students to justify and clarify their ideas, drawing on evidence from the text.

✓ Follow up

Follow up activities to extend students' understanding of the text may be valuable. However, the reading and discussion may be enough in it self.

## **B. RELEVANT RESEARCH**

For the problem, the writer finds out some relevant researches in the previous researches as follows:

1. Hannyva (2002), in her research, she focused on study at the semester eight students mastery of English vocabulary at English study program of Teacher Training and Education Faculty of Riau University. In this research that only one variable she used the proportional random sampling from the total of 185 students and she takes 25 % from population as a sample about 45 students. The result of the students score in synonyms test in completing the question items generally were 49,74%. It is classification of the students score is weak level.
2. Eldawati (2003) in her reseach, she focused on the students ability in Mastering English synonyms in Kuatan Singingi. In this research, that one variable used about writing paragraph and she one variable too reading English text. And also she found out that the number of population of 51students and take 100 % from two classes. The result of the students

score in synonyms test in completing the question items generally were 30,14%. It is classification of the students score is poor level.

### **C. OPERATIONAL CONCEPT**

The Operational Concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in the research. Based on the statement above, the students are able to find word synonym in reading English text and can use it correctly. They should recognize synonym itself. Therefore, the indicators of the students' ability in understanding synonym in reading English text can be seen as follows:

1. The students are able to use Synonym of Noun.
2. The students are able to use Synonym of Adjective.
3. The students are able to use Synonym of Verb.
4. The students are able to use Synonym of Adverb.

The factors that influence the students succes in learning to understanding synonyms in reading English text are internal and external factors. Firstly, the internal factors involve some aspects as follows:

- a. Attention
- b. Interest
- c. Motivation
- d. Intelligent.

While, secondly. The external factors involve some aspects as follows:

- d. Family



- e. Social environment they are teacher, friends, etc.
- f. Non social environment there are; time, curriculum, teaching method, discipline and facility.

## **CHAPTER III**

### **THE RESEARCH METHODOLOGY**

#### **A. TIME AND LOCATION OF THE RESEARCH**

Location of the research is at the second years of Madrasah Aliyah Muhammadiyah Penyasawan located on Jl. Perjuangan Bukit Injin, Penyasawan, Kampar. This research was conducted from May until July 2010.

The research is descriptive designed to analyze. It has only one variable that is interpret the data of student's ability in understanding synonym in reading English text.

#### **B. SUBJECT AND OBJECT OF THE RESEARCH**

##### **1. The Subject**

The subject of this research is the second year students of Madrasah Aliyah Muhammadiyah Penyasawan.

##### **2. The Object**

The object in this research was the students' ability in understanding synonyms in reading English text.

#### **C. POPULATION AND SAMPLE**

The population of this research is the second year students of Madrasah Aliyah Muhammadiyah Penyasawan, it consists of two classes and the total number of students was 48 students. One class from IPA and one class from IPS deparment, consist of 23 male and 25 female.

The sample can be seen as follows:

**TABLE III.1**

**The number of second year students of MAM Penyasawan**

		<b>POPULATION</b>		
<b>NO</b>	<b>CLASS</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1	XI IPA	11	15	26
2	XI IPS	12	10	22
<b>TOTAL</b>		23	25	48

#### **D. TECHNIQUES OF DATA COLLECTION**

There are two kinds of instruments used to collect the data needed in this research, there are:

##### **1. Test**

Test, it was used to measure the students' ability in understanding synonym in reading English text. The collect the data from the students, then writer distributed the test to the students. In this test, the students have been asked to find out type synonyms of noun, verb, adjective, and adverb. The test consisted of 25 items. The tests applied were multiple choices each item had four option: a, b, c, and d; essay test; and matching. Each type of synonyms had been divided into: multiple choice test (12items), essay test (5 items), and matching test (8 items).

##### **2. Questionnaire**

This questionnaire contained about some questions for the respondents dealing with the factors that influence the students' ability in understanding synonym in reading English text at the second year students of Madrasah Aliyah Muhammadiyah Penyasawan. The questionnaire consisted of 10 items.

## E. TECHNIQUES OF DATA ANALYSIS

The data were analyzed by using descriptive method. This technique called descriptive quantitative. The writer wanted to find out how the students' ability in understanding synonyms and the factors that influences the students' ability in understanding synonyms in reading English text.

The formulas used to analyze the data from the sample in this research were:

1. To find the students score in answering the test used, the following formula:

$$P = \frac{f}{N} \times 100\%$$

Notation:

P = Percentile

F = Frequency

N= Total number of respondents

Anas Sudjono, (1994: 40 )

2. To find out the sample respondents' level of ability in understanding synonyms in reading English text, the following classification measurement is used:

**TABLE III.2**  
**THE CLASSIFICATION OF THE STUDENTS' SCORE**

NO	SCORE / RANGE	ABILITY LEVEL
1	80 -100	Excellent
2	70-79	Good
3	60-69	Fairly good
4	50-59	Weak
5	0-49	Poor

(Hartono, 2004:30):

## **F. ORGANIZATION OF WRITING**

In this research, write organizes the writer as follows, consist of :

### **Chapter I:**

- Presents introduction which involves background,
- The Problems,
- The Reasons for Choosing the Title,
- The Objectives and Significance of the Research, and
- The Definition of the Terms.

### **Chapter II:**

- The Theoretical Framework,
- Operational Concept, and
- Relevant Research.

### **Chapter III:**

- Time and Location of the Research,
- Subject and Object of the Research,
- Population and Sample, Techniques of Data Collection, and
- Techniques of Data Analysis.

### **Chapter IV :**

- The Data Presentation
- The Data Analysis

### **Chapter V:**

- Conclusion
- Suggestion

## CHAPTER IV

### THE DATA PRESENTATION AND ANALYSIS

#### A. THE DATA PRESENTATION

##### 1. The Students' Ability in Understanding Synonyms in Reading English Text.

The writer has done the test to the second year students of Madrasah Aliyah Muhammadiyah Penyasawan. English synonym was divided into four types. They were synonym of verb, synonym of noun, synonym of adjective, and synonym of adverb. To know the students' score, the writer used formula:

$$S = \frac{R}{N} \times SM$$

Notation:

S = Students score

R = The correct answer

N = The number of item

SM= Standar Mark (100)

To clarify it, let see the following data.

The writer gained the data through test and questionnaire. It used to get information about the factors that influence the students' ability in understanding synonyms in reading English text.

**TABLE IV.1**  
**The Mean Score of the Students' Ability**  
**In Understanding Synonyms of Verb**

No	Score (X)	Frequency (F)	Percentage %	F.X
1	100	4	8.30 %	400
2	80	10	20.80 %	800
3	60	12	25 %	720
4	40	14	29.20 %	560
5	20	8	16.70 %	160
<b>Total</b>	<b>300</b>	<b>48</b>	<b>100 %</b>	<b>2640</b>

Related to the table above, the students' score in answering the test synonyms of verb can explained as follows:

1. There were 4 students who obtained score 100 with the same percentage 8.30%.
2. There were 10 students who obtained score 80 with the same percentage 20.80%.
3. There were 12 students who obtained score 60 with the same percentage 25%.
4. There were 14 students who obtained score 40 with the same percentage 29.20%.
5. There were 8 students who obtained score 20 with the same percentage 16.70%.

**TABLE IV.2**  
**The Mean Score of the Students' Ability**  
**In Understanding Synonyms of Noun**

No	Score (X)	Frequency (F)	Percentage %	F.X
1	100	1	2.10 %	100
2	90	3	6.30 %	270
3	80	4	8.40 %	320
4	70	11	22.90 %	770
5	60	10	20.90 %	600
6	50	6	12.50 %	300
7	40	4	8.40 %	160
8	30	7	14.60 %	210
9	10	2	4.20 %	20
<b>Total</b>	<b>530</b>	<b>48</b>	<b>100 %</b>	<b>2750</b>

Related to the table above, the students' score in answering the test synonyms of noun can be clarified as follows:

1. There was a student who obtained score 100 with the same percentage 2.10%.
2. There were 3 students who obtained score 90 with the same percentage 6.30%.
3. There were 4 students who obtained score 80 with the same percentage 8.40%.



4. There were 11 students who obtained score 70 with the same percentage 22.90%.
5. There were 10 students who obtained score 60 with the same percentage 20.90%.
6. There were 6 students who obtained score 50 with the same percentage 12.90%.
7. There were 4 students who obtained score 40 with the same percentage 8.80%.
8. There were 7 students who obtained score 30 with the same percentage 14.60%.
9. There were 2 students who obtained score 10 with the same percentage 4.20%.

**TABLE IV.3**

**The Mean Score of the Students' Ability  
In Understanding Synonyms of Adjective**

<b>No</b>	<b>Score (X)</b>	<b>Frequency (F)</b>	<b>Percentage %</b>	<b>F.X</b>
1	100	4	8.30 %	400
2	80	9	18.80 %	720
3	60	12	25 %	720
4	40	12	25 %	480
5	20	11	22.90 %	132
<b>Total</b>	<b>300</b>	<b>48</b>	<b>100 %</b>	<b>2452</b>

Related to the table above the students correct score in answering the test synonyms of noun:

1. There were 4 students who obtained score 100 with the same percentage 8.30%.
2. There were 9 students who obtained score 80 with the same percentage 18.80%.
3. There were 24 students who obtained score 60 and 40 with the same percentage 25%.
4. There were 11 students who obtained score 20 with the same percentage 22.90%.

**TABLE IV.4**  
**The Mean Score of the Students' Ability**  
**In Understanding Synonyms of Adverb**

No	Score (X)	Frequency (F)	Percentage %	F.X
1	100	4	8.30 %	400
2	80	12	25 %	960
3	60	12	25 %	720
4	40	11	22.90 %	440
5	20	9	18.80 %	180
<b>Total</b>	<b>300</b>	<b>48</b>	<b>100 %</b>	<b>2700</b>

Related to the table above the students correct score in answering the test synonyms of noun:

1. There were 4 students who obtained score 100 with the same percentage 8.30%.
2. There were 24 students who obtained score 80 and 60 with the same percentage 25%.
3. There were 11 students who obtained score 40 with the same percentage 22.90%.
4. There were 9 students who obtained score 20 with the same percentage 18.80%.

## **2. The Factors that Influence the Students' Ability in Understanding Synonyms in Reading English Text.**

To find out the percentage of the students' ability in mastering English synonyms, the writer used questionnaires that contained ten items. The questionnaire contained about some questions for the respondents dealing with the factors that influence the Students' Ability in understanding synonyms.

The tables can be seen as follows:

**TABLE IV.5**  
**THE STUDENTS' OPINION ABOUT SYNONYM MATERY**

<b>No</b>	<b>Option</b>	<b>Alternative Option</b>	<b>F</b>	<b>Percentage</b>
1	A	Interesting	30	62.5 %
2	B	Less Interesting	10	20.8 %
3	C	Un Interesting	8	16.7 %

	<b>48</b>	<b>100 %</b>
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From the table above, it can be seen that 30 (62.5%) of the students were interested about synonym materi, about 10 (20.8%) of the students were less interesting about synonym materi, and rest of them about 8 (16.7%) of the students were uninterested about synonym material.

**TABLE IV.6**  
**THE STUDENTS' EFFORTS IN UNDERSTANDING SYNONYM**

No	Option	Alternative Option	F	Percentage
1	A	Practice in writing and speaking	25	52.08 %
2	B	Repetitions until can memorize	15	31.25 %
3	C	Ignore	8	16.67 %
Total			<b>48</b>	<b>100 %</b>

From the table above, it can be seen that 25 (52.08%) of the students chose practice in writing and speaking about synonym materi, about 15 (31.25%) of the students chose repetitions until can memorize about synonym materi, and about 8 (16.7%) of the students chose ignore about synonym materi.

**TABLE IV.7**  
**THE STUDENTS' OPINION WHEN THE TEACHER EXPLAINS**  
**ABOUT SYNONYM MATERY**

No	Option	Alternative Option	F	Percentage
1	A	Understanding	20	41.67 %
2	B	Less understanding	18	37.5 %
3	C	Un understanding	10	20.83 %
Total			<b>48</b>	<b>100 %</b>

From the table above, it can be seen that 20 (41.67%) of the students chose understand about synonym materiel, about 18 (37.5%) of the students chose less understanding about synonym materiel, and about 10 (20.83%) of the students chose un understanding about synonym materiel. It means that the students' opinion when the teacher explains about synonym materiel was un understanding. So, the teacher should master the methodology of teaching English material especially synonyms materiel.

**TABLE IV.8**  
**THE STUDENTS' PARTICIPATION WHEN THE TEACHER GIVES**  
**EXPLANATION ABOUT SYNONYM MATERY**

No	Option	Alternative Option	F	Percentage
1	A	Giving Attention	15	31.25 %
2	B	Less Giving Attention	15	31.25 %
3	C	Do Not Give Attention	18	37.5 %
Total			<b>48</b>	<b>100 %</b>

From the table above, it can be seen that 15 (31.25%) of the students chose giving attention about teacher explanation, about 15 (31.25%) of the students chose less giving attention about the teacher explanation, and about 18 (37.5%) of the students chose do not give attention about the teacher explanation. It means most of the students were lazy to follow the English subject.

**TABLE IV.9**  
**THE STUDENTS' MOTIVATION IN UNDERSTANDING SYNONYMS**

No	Option	Alternative Option	F	Percentage
1	A	Synonyms can enrich vocabularies	35	72.92 %
2	B	Synonyms can support understanding	8	16.67 %

		toward English		
3	C	Synonyms can be increase of score	5	10.41 %
Total			<b>48</b>	<b>100 %</b>

From the table above, it can be seen that 35 (72.91%) of the students answered that synonym can enrich their vocabulary, while 8 (16.67%) of the students have answered that synonym can support their understanding toward English, and about 5 (10.41%) of the students have answered that synonym can increase their score. Dominantly, the students motivation in mastering English synonym was due to enrich vocabulary.

**TABLE IV.10**  
**THE STUDENTS' PARTICIPATION WHEN THE TEACHER**  
**GIVE ASSIGNMENT**

No	Option	Alternative Option	F	Percentage
1	A	Doing it well	27	56.25 %
2	B	Answering suitable with ability	15	31.25 %
3	C	Cheating from friends' answer	6	12.5 %
Total			<b>48</b>	<b>100 %</b>

From the table above, it can be seen that 27 (56.25%) of the students chose doing the assignment, while 15 (31.25%) of the students chose answering suitable with their ability, and 6 (12.5%) of the students chose cheating from their friends' answer. It means that most of the students did their assignment well.

**TABLE IV.11**  
**THE STUDENTS DO WHEN THEY FIND DIFFICULTY**

### IN UNDERSTANDING SYNONYMS

No	Option	Alternative Option	F	Percentage
1	A	Write in the new sentence	20	41.67 %
2	B	Discuss it with friends	25	52.08 %
3	C	Ignore it.	3	6.25 %
Total			<b>48</b>	<b>100 %</b>

From the table above, it can be seen that 20 (41.67%) of the students answered that they make some examples in new sentence, then 25 (52.08%) of the students answered that they discuss their difficulty with they friends, and about 3 (6.25%) of the students answered that they ignore it. It means that most of the students were active to solve their problems.

**TABLE IV.12**  
**THE STUDENTS' FREQUENCY IN LOOKING FOR**  
**SYNONYM OF NEW WORD**

No	Option	Alternative Option	F	Percentage
1	A	Always looking for it	30	62.5 %
2	B	Sometimes looking for it	12	25 %
3	C	Never looking for	6	12.5 %
Total			<b>48</b>	<b>100 %</b>

From the table above, it can be seen that 30 (62.5%) of the students answered that they always look for meaning of new words and synonym, while 12 (25%) of the students answered that they sometimes look for the synonym of new words, and about 6 (12.5%) of the students answered that they never look

for the synonym of new words. It means, most of the students always looked for meaning of new words and synonym.

**TABLE IV.13**  
**THE STUDENTS' MOTIVATION IN UNDERSTANDING SYNONYMS**

No	Option	Alternative Option	F	Percentage
1	A	My self	40	83.3 %
2	B	Teacher	6	12.5 %
3	C	Parent and friends	2	4.17 %
Total			<b>48</b>	<b>100%</b>

From the table above, it can be seen that 40 (83.3%) of the students had motivation from their selves, about 6 (12.5%) of the students stated that their teacher is as the motivator for them, and about 2 (4.17%) of the students got motivation from their parent and their friends. It means, most of the students had motivation from their selves without any motivation from their teachers and their parents.

**TABLE IV.14**  
**THE STUDENTS' TIME SPENDING IN UNDERSTANDING**  
**SYNONYMS**

No	Option	Alternative Option	F	Percentage
1	A	One hour every day	32	66.66 %
2	B	Fifteen minutes every day	8	16.67 %
3	C	Do not have time	8	16.67 %



Total		<b>48</b>	<b>100 %</b>
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From the table above, it can be seen that 32 (66.66%) of the students chose having times in review their lesson, about 8 (16.67%) of the students chose having a little times to review their lesson, while 8 (16.67%) of the students stated not having times to review their lesson. It means that most of the students had many times to review the English subject.

## **B. THE DATA ANALYSIS**

### **1. The Students' Ability in Understanding Synonyms in Reading English Text.**

The writer carried out the research to the second year students of Madrasah Aliyah Muhammadiyah Penyasawan, the result was analyzed in order to find out the students' ability in understanding synonyms in reading English test.

In this research, the writer took 48 students as the sample in order to find out their ability in mastering English synonym. To find out the students' ability in mastering English synonym, have categorized into five classifications: 80 – 100 is excellent, 70 – 79 is good, 60 – 69 is fairly good, 50 – 59 is weak, 00 – 49 is poor.

To know the mean score of the students' ability in understanding synonyms in reading English test, the writer used the formula as follows:

$$M = \frac{\sum fx}{N}$$

Notation:

M = Mean  
 N = Total frequency of students  
 Fx = Total score of students

**TABLE IV.15**  
**The Rate of Percentage in Understanding Synonyms of Verb**

No	Classification		Frequency	Percentage
	Rang	Ability level		
1	80 – 100	Excellent	14	29.20 %
2	70 – 79	Good	-	-
3	60 – 69	Fairly good	12	25 %
4	50 – 59	Weak	-	-
5	00 - 49	Poor	22	45.80 %
			<b>48</b>	<b>100%</b>

Based on the table above, seen that are 14 students (29.20%) obtained excellent level, 12 students (25%) obtained fairly good, and 22 students (45.80%) obtained poor level.

The mean score of the students' ability in understanding synonyms of verb, the writer used the formula as follows:

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

N

$$M = \frac{2640}{48}$$

48

**M= 55 %**

It means that the students' ability in understanding synonyms of verb is categorized in weak level.

**TABLE IV.16****The Rate of Percentage in Mastering English Synonyms of Noun**

No	Classification		Frequency	Percentage
	Rang	Ability level		
1	80 – 100	Excellent	7	14.60 %
2	70 – 79	Good	12	25 %
3	60 – 69	Fairly good	10	20.80 %
4	50 – 59	Weak	6	12.5 %
5	00 - 49	Poor	13	27.10 %
			<b>48</b>	<b>100%</b>

Based on the table above, seen that 7 students (14.60%) obtained excellent level, 12 students (25%) obtained good, 10 students (20.80%) obtained fairly good, 6 students (12.5%) obtained weak and 13 students (27.10%) obtained poor level.

The mean score of the students' ability in understanding synonyms of noun, the writer used the formula as follows:

$$M = \frac{\sum fx}{N}$$

$$M = \frac{2750}{48}$$

**M= 57.29 %**

It mean that the students' ability in understanding synonyms of verb is categorized in weak level.

**TABLE IV.17**

**The Rate of Percentage in Understanding Synonyms of Adjective**

No	Classification		Frequency	Percentage
	Rang	Ability level		
1	80 – 100	Excellent	13	27 %
2	70 – 79	Good	-	-
3	60 – 69	Fairly good	12	25 %
4	50 – 59	Weak	-	-
5	00 - 49	Poor	23	48 %
			<b>48</b>	<b>100%</b>

Based on the table above, seen that 13 students (27%) obtained excellent level, 12 students (25%) obtained fairly good, and 23 students (48%) obtained poor level.

The mean score of the students' ability in understanding synonyms of adjective, the writer used the formula as follows:

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

$$M = \frac{2452}{48}$$

$$M = 51.08 \%$$

It mean that the students' ability in understanding synonyms of verb is categorized in weak level.

**TABLE IV.18**  
**The Rate of Percentage in Understanding Synonyms of Adverb**

No	Classification		Frequency	Percentage
	Rang	Ability level		
1	80 – 100	Excellent	16	33.30 %
2	70 – 79	Good	-	-
3	60 – 69	Fairly good	12	25 %
4	50 – 59	Weak	-	-
5	00 - 49	Poor	20	41.70 %
			<b>48</b>	<b>100%</b>

Based on the table above, seen that 16 students (30.30%) obtained excellent level, 12 students (25%) obtained fairly good, and 20 students (41.70%) obtained poor level.

The mean score of the students' ability in understanding synonyms of adverb, the writer used the formula as follows:

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

$$M = \frac{2700}{48}$$

**M= 56.21 %**

It mean that the students' ability in understanding synonyms of verb is categorized in weak level.

**TABLE IV.19**  
**THE RECAPITULATION OF MEAN SCORE OF TOTAL FREQUENCY**  
**RANG ABILITY IN ANSWER SYNONYM TEST**

No	Types of Synonyms	Frequency	Percentage
1	Synonym of verb	2640	55 %
2	Synonym of noun	2750	57.29 %
3	Synonym of adjective	2452	51.08 %
4	Synonym of adverb	2700	56.21 %
<b>Total</b>		<b>10.542</b>	

Based on the table above, the mean score of total frequency range *ABILITY* in answering synonym test can be calculated as follows:

$$M = \frac{2640 + 2750 + 2450 + 2700}{48 \times 4}$$

$$M = \frac{10.542}{192}$$

**M = 54.90 %**

The percentage level of the students' ability in understanding synonyms in reading English test is located at category 50 – 59. So, the categorize of the second year students' ability in mastering English synonym is **Weak Level**.

**2. The Factors Influence the Students' Ability in Understanding Synonyms in Reading English Text.**

**TABLE IV.20**

ITEMS	A		B		C	
	F	P (%)	F	P (%)	F	P (%)
1	30	62.50	10	20.83	8	16.70
2	25	52.08	15	31.25	8	16.70
3	20	41.67	18	37.50	10	20.83
4	15	31.25	15	31.25	18	37.50
5	35	72.92	8	16.67	5	10.40
6	27	56.25	15	31.25	6	12.50
7	20	41.67	25	52.08	3	6.25
8	30	62.50	12	25.00	6	12.50
9	40	83.30	6	12.50	2	4.17
10	32	66.66	8	16.67	8	16.67
<b>Total</b>	<b>274</b>	<b>570.80</b>	<b>132</b>	<b>258.33</b>	<b>74</b>	<b>137.60</b>

According to objective of the research “to find out the factors that influence the student’s ability in understanding synonyms”. To analyze the factors that influent that made the students score is low in synonym test.

The writer gained the data from questionnaires. There are two influential factors of the efforts done by students in mastering English synonym; they are internal and external factors.

In teaching learning process, the teacher has essential rule to bring out the students in order to understand and master subject matter. Of course, the teacher should master the method how to encourage the students to comprehend toward a subject. Particularly, the English teacher should be able to teach with method variously and use the methodology and technique interested.

In other side, the students' problems can be seen from talent and intelligent factors that could be seen from the result of the test. Most of the students are in poor level, and then writer analyze that the students' opinion about the English matter is difficult one, it is different from other subject. As a result, the students do not pay attention in teaching learning process.

The writers' assumption is even though the students have time in reviewing the lesson, but they are lazy to review English subject. Some of the students are ignoring this subject matter. Finally, the students' score in doing synonym test is located at weak level.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. THE CONCLUSION**

This research focused on the students' ability in understanding synonyms in reading English text. The research was strongly purpose to get information dealing with the ability of the second year students of Madrasah Aliyah Muhammadiyah Penyasawan.

Based on the data presentation and analysis an previous chapter, it is concluded that the result of the students score in synonyms test of the second year students of Madrasah Aliyah Muhammadiyah Penyasawan got the mean score in completing the question items generally were 54, 90%. It is classification of the students score in understanding synonyms in reading English text is weak level.

The factors that influence the students' ability consist of internal factors (intelligent, attention, interest, motivation) and external factors (family, social environment they are: teacher, staff, friend, and non social environments they are: time, curriculum, teaching method, discipline, facility).

#### **B. THE SUGGESTION**

##### **1. Suggestion for the students**

The students have to read more English books. They may not be reluctant to read English book even thought it is difficulties master English synonyms.

##### **2. Suggestion for the teacher**

The teachers have to motivate the students to be professional in English and use English as a tool of communication. The teachers have to have good ways in teaching English, especially in improving synonyms in English text.

### **3. Suggestion for the institution**

After by knowing the factor that make students difficult in mastering English synonyms: therefore, the writer suggests to produce more books, more ever English books at the library, because the existence of the library is very meaningful and useful for the students to develop their mastery synonyms in English text.

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## APPENDIX I

### THE TEST ITEMS

Name : - Subject : English  
Class : XI Time : 60 minutes

General Direction :

1. Read the direction of each the text and test carefully
2. Do the easier items before doing the most difficult ones
3. For each item there is one appropriate answer

- a. **Read the text carefully and pay attention to underlined words. And find the synonyms of words based on the reading text above with choose the correct answer of a,b,c,and d.**

#### Reading Text 1

#### IN THE HOSPITAL

It was a hot afternoon. David went home from school. He looked very hungry. He walked on the pavement, but suddenly a car hit him from behind. He fell and he was unconscious. People helped him. An ambulance came and took him to hospital.

Some nurses took David to a room, then a doctor examined him. The nurses were very busy to help the doctor. His arms and legs hurt. The doctor gave an injection, then the nurses bandaged his arms. The doctor said that his left leg was broken, so he had to stay in the hospital. He has conscious after his parents, Mr.Abdi and Mrs.Nani came.

David stayed in a VIP room. He and his parents felt satisfied because the hospital was very clean, the doctor and the nurse were very kind, the equipment was modern. There was a drugstore in it, so they didn't spend much time to get medicine. Mr. Abdi and Mrs. Nani also felt easy to eat because there was a clean and cheap canteen. David stayed in the hospital for a month. He looked fatter after staying there.

i. An ambulance came and took him to hospital. The synonym of came in this sentence is?

- |           |         |
|-----------|---------|
| a. Arrive | c. Went |
| b. Go     | d. Come |

ii. The word "bandaged" in the second paragraph synonym with?

- |         |          |
|---------|----------|
| a. Band | c. Cut   |
| b. Bind | d. Bring |

iii. What is the synonym of spend in the third paragraph of line three?

- |         |           |
|---------|-----------|
| a. Spin | c. Use up |
| b. Can  | d. Pay    |

iv. There was a drugstore in it, so they didn't spend much time to get medicine. The synonym of get in this sentence is?

- |         |         |
|---------|---------|
| a. Lose | c. Take |
| b. Gain | d. Can  |

## Reading Text 2

### DAVID TAILOR

Mr David is a clever tailor. He lives next to my house. He is a hard worker. His children Minarni and Utomo study at university. They often help their father to buy sewing need. Mrs David is a housewife; she often helps her husband. Mr David is very kind. He has many customers.

Mr David has four workers. Three of them are sewers and the other is a sewer assistant. He helps the sewers to prepare the sewing need like needle, buttons, zippers, thread, and cloth. All the sewers are men; they can work fast. They work overtime if Mr David has much work. They like to do it because Mr David gives a good wage for working overtime.

Now they are working in the room. The room is very large. There are four sewing machines in this room. Mr David is making a pattern of trousers. Two of the sewers are sewing shirts; the other is sewing shorts. The assistance is preparing the buttons and the zippers. They look very busy because they have to finish a large number of clothes.

v. 5) What is the synonym of customer in the first paragraph?:

- a. Client
- b. Purchaser
- c. Buyer
- d. Payer

vi. 6) What is the synonym of worker in the second paragraph?

- a. Sewer
- c. Employee

b. Employer                      d. Job

vii. The room is very large. What is the synonym of large in this sentence?

a. Small                              c. Little  
b. Big                                  d. Complete

### **Reading Text 3**

#### **HEALTH**

Health is very important. We are happy and we can do something well when we are healthy. We are sad, we don't have appetite to eat, we can't do anything when we are sick. Therefore, we must keep our body healthy. It is better to prevent than to cure the sickness.

Our body consists of some organs. Every organ needs food to do its function. Our body needs some nutriments, carbohydrate, proteins, minerals, fats and vitamins. If our body is lack of one of the nutriments, we will not be healthy; even, we will be ill. To be healthy, we must eat nutritious food. We also must eat regularly. We may eat three times a day in the morning, in the afternoon and in the evening.

Besides eating regularly, doing exercise is very important. We also have to clean our body. We have to take a bath twice a day in the morning and in the afternoon. we have to wash our hands before eating. We have to brush our teeth twice a day at least or after eating.



viii. What is the synonym of important in the first paragraph?

- a. Necessary
- b. Signed
- c. Needed
- d. Signify

ix. 9) The word "happy" synonym with?

- a. Fine
- b. Joyous
- c. Nice
- d. Sad

10) We don't have appetite to eat, we can't do anything when we are sick. The synonym of sick in this sentence is?

- a. Well
- b. Good
- c. Sickness
- d. ill

x. 11) The synonym of regularly in second paragraph of line four?

- a. Always
- b. Usually
- c. Customary
- d. Never

xi. 12) The word "clean" has synonym with?

- a. Wash
- b. Dirty
- c. Rinse
- d. Cleanse

**b. Read the whole text carefully to grasp the meaning, then fill in the blanks by finding out the synonym of words in the brackets.**

## **BOROBUDUR**

Borobudur is a Hindu-Budhist temple built in the 9<sup>th</sup> century under the Sailendra (13)...(dynasty)...of Java. It is located near Magelang on the island of Java, Indonesia. Abandoned in the 11<sup>th</sup> century and partially excavated by archaeologists in the early 20<sup>th</sup> century, Borobudur temple is well-known all over the world (14)...(Influenced)...by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight step-like stone terraces, one on top of the other.

The first five terraces are (15)...(square)...and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the centre of the top circle.

The way to the summit (16)...(extends)...through some 4.8 km of passages and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur, rededicated as an Indonesian national (17)...(monument)...in 1983, is a valuable treasure for Indonesia people.

- c. **Read the text carefully, and match the synonym of words taken from the reading text in column A with the words in column B.**

## BODY LANGUAGE

Indonesian students must use American body language when they speak English. Body language is an important part of every language.

An American-style smile is big and friendly. Don't be afraid to show your teeth. Never cover your smile with your hand. Americans will think that you look silly. When you laugh, do not put your hand in front of your mouth. This gesture is impolite in the U.S. It means that you are making fun of the other person.

Do not close your eyes when an American is speaking. The other person will think you are bored or a sleep. Eye contact is very important in the U.S. Honest people look at you directly. Dishonest people look to the side. Embarrassed people look down. Remember that it is important to be culturally correct.

No	Column A	Column B
18	Speak	Humor
19	Style	Imagine
20	Show	Talk
21	Laugh	Exhibit
22	Fun	True
23	Think	View
24	Look	Cackle
25	Correct	11. Model

*{%Good Luck%}*

### APPENDIX III

#### KEY ANSWERS

**a. Multiple Choice**

NO.	ANSWERS
1	A ( Arrive )
2	B ( Bind )
3	C ( Use up )
4	B ( Gain )
5	D ( Payer)
6	C ( Employee)
7	B ( Big)
8	D ( Signify )
9	B ( Joyous )
10	C ( Sickness )
11	C ( Customary )
12	B ( Dirty )

**II. Find Synonym Word**

NO	ANSWERS
13	Government
14	Modify
15	Accommodate

16	Stretch
17	Memorial

**b. Matching Synonym**

NO	A	B
18	Speak	C. Talk
19	Style	H. Model
20	Show	D. Exhibit
21	Laugh	G. Cackle
22	Fun	A. Humor
23	Think	B. Imagine
24	Look	F. View
25	Correct	E. True

**APPENDIX II**

**THE RESEARCH QUESTIONNAIRES**

The questionnaire purpose for research scientific only, and not influence of the students' score. So as to the students can be answered correctly and honest.

Thank you before.

*Choose the correct answer of these questions suitable with your self.*

Name :

Class : XI

**Questionnaires:**

1. How about your opinion of the synonyms material?
  - a. Interesting
  - b. Less interesting
  - c. Un interesting
2. What are your efforts for mastering of synonyms?

- a. Practice in writing and speaking
  - b. Repetitions until can memorize it
  - c. Ignore.
3. How do you think about explanation of your teacher of synonyms?
  - a. Understanding
  - b. Less understanding
  - c. Un understanding
4. When your teacher gives explanation of English subject, what will you do?
  - a. Giving attention
    - a. Less giving attention
    - b. Do not give attention
5. What is your motivation in synonyms memorization?
  - a. Synonyms can enrich vocabularies
  - b. Synonyms can support understanding toward English
  - c. Synonyms can be increase of the score
6. If your teacher gives the assignment in the class room, what will you do?
  - a. Doing it well
  - b. Answering suitable with ability
  - c. Cheating from friends' answer
7. What will you do, when you get difficulties in mastering synonyms?
  - a. Write in the new sentence
  - b. Discuss it with friends
  - c. Ignore it.

8. Are you always looking for the synonyms from the new vocabularies?
- a. Always
  - b. Sometimes
  - c. Never
9. Who are the influences give your motivation for mastering synonyms?
- a. My self
  - b. Teacher
  - c. Parent and friends
10. How many times do you have for repeating English study at home?
- a. One hour every day
  - b. Fifteen minutes every day
  - c. Do not have time.

## ANGKET PENELITIAN

Angket ini semata bertujuan untuk penelitian ilmiah, pengisi terhadap angket ini tidak mempengaruhi nilai siswa. Diharapkan kesediaan siswa untuk mengisi angket ini dengan jujur dan benar. Atas kesediaan siswa untuk mengisi angket ini saya ucapkan terima kasih.

*Isilah dengan memberikan tanda silang (x) pada jawaban a, b, dan c, yang sesuai dengan keadaan anda sebagai siswa.*

Nama :

Kelas :

Jurusan :

### **Pertanyaan :**

12. Bagaimana menurut pendapat anda tentang materi synonyms?

- a. Menarik
- b. Kurang menarik
- c. Tidak menarik

13. Apa usaha yang anda lakukan untuk menguasai synonyms?

- a. Mempraktekkan dalam menulis dan berbicara
- b. Mengulanginya hingga hapal
- c. Tidak menghiraukannya

14. Bagaimana menurut anda penjelasan yang diberikan guru mengenai synonyms?

- a. Mudah dipahami



- b. Kurang dapat dipahami
- c. Tidak dapat dipahami

15. Pada saat guru menerangkan pelajaran Bahasa Inggris, apa tindakan anda?

- a. Memperhatikan keterangan guru
- b. Tidak terlalu serius memperhatikan
- c. Tidak memperhatikan sama sekali

16. Apa motivasi anda dalam menghafal synonyms?

- a. Synonyms dapat memperkaya kosa kata
- b. Synonyms dapat menambah pemahaman saya terhadap Bahasa Inggris
- c. Synonyms dapat meningkatkan nilai Bahasa Inggris

17. Jika guru anda memberikan tugas didalam kelas, tindakan apa yang akan anda lakukan?

- a. Mengerjakannya dengan baik
- b. Menjawab apa adanya sesuai dengan kemampuan
- c. Menyalin jawaban teman

18. Apakah yang akan anda lakukan ketika mengalami kesulitan dalam menguasai synonyms?

- a. Membahas dan membuat contoh baru
- b. Berdiskusi dengan teman
- c. Memperhatikan kalimat tanpa menganalisisnya

19. Apakah anda sering mencari synonyms dari kata-kata yang baru bagi anda?

- a. Sering

- b. Kadang-kadang
- c. Tidak pernah

20. Siapa yang paling berpengaruh mendorong anda menguasai synonyms?

- a. Diri sendiri
- b. Guru
- c. Orang tua dan teman

21. Berapa banyak waktu yang anda punya untuk mengulang pelajaran Bahasa Inggris dirumah?

- a. Satu jam setiap hari
- b. Lima belas menit setiap hari
- c. Tidak punya waktu

**APPENDIX IV****THE STUDENTS' SCORE IN ANSWERING SYNONYMS OF VERB**

<b>STUDENTS</b>	<b>N</b>	<b>R</b>	<b>SCORE</b>	<b>LEVEL</b>
1	5	3	60	Fairly good
2	5	5	100	Excellent
3	5	2	40	Poor
4	5	2	40	Poor
5	5	1	20	Poor
6	5	3	60	Fairly good
7	5	4	80	Excellent
8	5	5	100	Excellent
9	5	2	40	Poor
10	5	2	40	Poor
11	5	1	20	Poor
12	5	4	80	Excellent
13	5	4	80	Excellent
14	5	4	80	Excellent
15	5	3	60	Fairly good
16	5	2	40	Poor
17	5	1	20	Poor
18	5	1	20	Poor
19	5	1	20	Poor
20	5	2	40	Poor
21	5	3	60	Fairly good
22	5	2	40	Poor
23	5	2	40	Poor
24	5	3	60	Fairly good
25	5	3	60	Fairly good
26	5	4	80	Excellent

27	5	5	100	Excellent
28	5	3	60	Fairly good
29	5	4	80	Excellent
30	5	2	40	Poor
31	5	2	40	Poor
32	5	1	20	Poor
33	5	4	80	Excellent
34	5	5	100	Excellent
35	5	4	80	Excellent
36	5	3	60	Fairly good
37	5	2	40	Poor
38	5	2	40	Poor
39	5	3	60	Fairly good
40	5	3	60	Fairly good
41	5	4	80	Excellent
42	5	4	80	Excellent
43	5	3	60	Fairly good
44	5	3	60	Fairly good
45	5	2	40	Poor
46	5	1	20	Poor
47	5	2	40	Poor
48	5	1	20	Poor
<b>TOTAL</b>		<b>132</b>	<b>2640</b>	Poor

### THE STUDENTS' SCORE IN ANSWERING SYNONYMS OF NOUN

<b>STUDENTS</b>	<b>N</b>	<b>R</b>	<b>SCORE</b>	<b>LEVEL</b>
1	10	3	30	Poor
2	10	7	70	Good
3	10	7	70	Good
4	10	3	30	Poor
5	10	5	50	Weak
6	10	5	50	Weak
7	10	6	60	Fairly good
8	10	5	50	Weak
9	10	7	70	Good
10	10	3	30	Poor
11	10	7	70	Good
12	10	4	40	Poor
13	10	10	100	Excellent
14	10	9	90	Excellent
15	10	6	60	Fairly good
16	10	7	70	Good
17	10	5	50	Weak
18	10	6	60	Fairly good
19	10	1	10	Poor
20	10	7	70	Good
21	10	6	60	Fairly good
22	10	3	30	Poor
23	10	7	70	Good
24	10	7	70	Good
25	10	5	50	Weak
26	10	5	50	Weak
27	10	6	60	Fairly good
28	10	4	40	Poor

29	10	1	10	Poor
30	10	7	70	Good
31	10	9	90	Excellent
32	10	6	60	Fairly good
33	10	6	60	Fairly good
34	10	4	40	Poor
35	10	8	80	Excellent
36	10	3	30	Poor
37	10	6	60	Fairly good
38	10	8	80	Excellent
39	10	3	30	Poor
40	10	7	70	Good
41	10	6	60	Fairly good
42	10	3	30	Poor
43	10	8	80	Excellent
44	10	4	40	Poor
45	10	6	60	Fairly good
46	10	7	70	Good
47	10	9	90	Excellent
48	10	8	80	Excellent
<b>TOTAL</b>		<b>271</b>	<b>2670</b>	

**THE STUDENTS' SCORE IN ANSWERING SYNONYMS OF  
ADJECTIVE**

<b>STUDENTS</b>	<b>N</b>	<b>R</b>	<b>SCORE</b>	<b>LEVEL</b>
1	5	2	40	Poor
2	5	2	40	Poor
3	5	3	60	Fairly good
4	5	3	60	Fairly good
5	5	1	20	Poor
6	5	1	20	Poor
7	5	1	20	Poor
8	5	3	60	Fairly good
9	5	4	80	Excellent
10	5	5	100	Excellent
11	5	4	80	Excellent
12	5	3	60	Fairly good
13	5	2	40	Poor
14	5	2	40	Poor
15	5	1	20	Poor
16	5	3	60	Fairly good
17	5	3	60	Fairly good
18	5	3	60	Fairly good
19	5	4	80	Excellent
20	5	2	40	Poor
21	5	1	20	Poor
22	5	2	40	Poor
23	5	2	40	Poor
24	5	1	20	Poor
25	5	2	40	Poor
26	5	2	20	Poor

27	5	3	60	Fairly good
28	5	4	80	Excellent
29	5	4	80	Excellent
30	5	3	60	Fairly good
31	5	4	80	Excellent
32	5	5	100	Excellent
33	5	5	100	Excellent
34	5	4	80	Excellent
35	5	1	20	Poor
36	5	2	40	Poor
37	5	2	40	Poor
38	5	3	60	Fairly good
39	5	3	60	Fairly good
40	5	1	20	Poor
41	5	1	20	Poor
42	5	1	20	Poor
43	5	2	40	Poor
44	5	2	40	Poor
45	5	3	60	Fairly good
46	5	4	80	Excellent
47	5	4	80	Excellent
48	5	5	100	Excellent
<b>TOTAL</b>		<b>127</b>	<b>2480</b>	



### THE STUDENTS' SCORE IN ANSWERING SYNONYMS OF ADVERB

STUDENTS	N	R	SCORE	LEVEL
1	5	4	80	Excellent
2	5	4	80	Excellent
3	5	5	100	Excellent
4	5	3	60	Fairly good
5	5	3	60	Fairly good
6	5	2	40	Poor
7	5	1	20	Poor
8	5	2	40	Poor
9	5	1	20	Poor
10	5	2	40	Poor
11	5	3	60	Fairly good
12	5	3	60	Fairly good
13	5	4	80	Excellent
14	5	4	80	Excellent
15	5	4	80	Excellent
16	5	5	100	Excellent
17	5	4	80	Excellent
18	5	3	60	Fairly good
19	5	3	60	Fairly good
20	5	2	40	Poor
21	5	2	40	Poor
22	5	2	40	Poor
23	5	2	40	Poor
24	5	1	20	Poor
25	5	3	60	Fairly good
26	5	1	20	Poor
27	5	1	20	Poor
28	5	1	20	Poor

29	5	3	60	Fairly good
30	5	4	80	Excellent
31	5	5	100	Excellent
32	5	4	80	Excellent
33	5	3	60	Fairly good
34	5	3	60	Fairly good
35	5	2	40	Poor
36	5	4	80	Excellent
37	5	4	80	Excellent
38	5	3	60	Fairly good
39	5	4	80	Excellent
40	5	5	100	Excellent
41	5	4	80	Excellent
42	5	2	40	Poor
43	5	3	60	Fairly good
44	5	1	20	Poor
45	5	1	20	Poor
46	5	1	20	Poor
47	5	2	40	Poor
48	5	2	40	Poor
<b>TOTAL</b>		<b>133</b>	<b>2700</b>	

**APPENDIX VII****THE RECAPITULATION STUDENTS' SCORE IN ANSWERING****SYNONYMS TEST**

NO	NAME	CORRECT ANSWER				SCORE			
1	ARIADI	3	3	2	4	60	30	40	80
2	ANNISA	5	7	2	4	100	70	40	80
3	DADANG IRAWAN	2	7	3	5	40	70	60	100
4	DESI ROZA	2	3	3	3	40	30	60	60
5	YENDA REZMI	1	5	1	3	20	50	20	60
6	MARILA SUSANTI	3	5	1	2	60	50	20	40
7	AHMAD RIDHO	4	6	1	1	80	60	20	20
8	DERMAWAN	5	5	3	2	100	50	60	40
9	MARIZAL	2	7	4	1	40	70	80	20
10	ROBY HIDAYAT	2	3	5	2	40	30	100	40
11	JUMARDI	1	7	4	3	20	70	80	60
12	SUHERDI	4	4	3	3	80	40	60	60
13	WANDA	4	10	2	4	80	100	40	80
14	NURAI SYAH	4	9	2	4	80	90	40	80
15	RAHMI	3	6	1	4	60	60	20	80
16	ANNUR FAJRI	2	7	3	5	40	70	60	100
17	JUPRIANTO	1	5	3	4	20	50	60	80
18	MARNI ALHUDA	1	6	3	3	20	60	60	60

19	RAHIMA	1	1	4	3	20	10	80	60
20	RENI	2	7	2	2	40	70	40	40
21	ROSDIANA	3	6	1	2	60	60	20	40
22	SILAVIA RENI	2	3	2	2	40	30	40	40
23	ALVA UCIANA	2	7	2	2	40	70	40	40
24	SISI MARDA	3	7	1	1	60	70	20	20
25	NIA MANIA	3	5	2	3	60	50	40	60
26	RAVITA YANI	4	5	2	1	80	50	20	20
27	IMLA ONIRA	5	6	3	1	100	60	60	20
28	RENI ANJAR SARI	3	4	4	1	60	40	80	20
29	HESTI AFRIDA	4	1	4	3	80	10	80	60
30	DEWI KAMIATI	2	7	3	4	40	70	60	80
31	MURSHIDAH	2	9	4	5	40	90	80	100
32	SRI ARVITA	1	6	5	4	20	60	100	80
33	DORA VITA	4	6	5	3	80	60	100	60
34	M.RIZAL	5	4	4	3	100	40	80	60
35	ZEKRI RAHMADI	4	8	1	2	80	80	20	40
36	AFRIANALDO	3	3	2	4	60	30	40	80
37	RINALDI	2	6	2	4	40	60	40	80
38	M.IDRIS	2	8	3	3	40	80	60	60
39	MUHAJIR	3	3	3	4	60	30	60	80
40	M.HANAFI	3	7	1	5	60	70	20	100

41	BENI FITRA	4	6	1	4	80	60	20	80
42	SOPIAN	4	3	1	2	80	30	20	40
43	KIKI RUSADI	3	8	2	3	60	80	40	60
44	IQRO MULLOH	3	4	2	1	60	40	40	20
45	M. ARIF PERMADI	2	6	3	1	40	60	60	20
46	WINDO ARZAINI	1	7	4	1	20	70	80	20
47	LUKMAN HADI	2	9	4	2	40	90	80	40
48	AL HIDAYAH	1	8	5	2	20	80	100	40

## **CURRICULUM VITAE**

### **Self of Identity :**

Name : **ZALISMAN**

Place / Date of Birth : Penyasawan / October, 13<sup>th</sup> 1987

Sex : Man

Address : Sutan Kasim Street – Ranah Singkuang Village  
Kampar Regency, Riau Province.

Phone Number : 085271553040

Religion : ISLAM

### **Educational Bachground :**

1994 - 2000 : SDN 036 Penyasawan  
2000 - 2003 : MTs. Muhammadiyah Penyasawan  
2003 - 2006 : SMK PGRI BANGKINANG  
2006 – 2011 : Universitas Islam Negeri (UIN) Suska Riau  
English Student Department.



Pekanbaru, May 26<sup>th</sup> 2011

**ZALISMAN**

NIM. 10614003482

**APPENDIX VI**

**THE STUDENTS' SCORE IN MASTERING ENGLISH SYNONYMS (TRY OUT)**

NO	NAME	NUMBERS OF EACH ITEMS																									TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	ARIADI	0	1	0	0	0	1	1	1	0	0	1	1	0	0	0	1	1	0	1	0	1	1	1	1	1	14
2	ANNISA	0	1	1	0	1	0	0	0	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	15
3	DADANG	1	1	1	1	1	0	0	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	0	0	16
4	DESI	1	1	1	0	1	1	0	0	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	0	0	15
5	RAPITA	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	1	12
6	YENDA	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	1	1	0	1	13
7	MARILA	0	1	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	11
8	RIDHO	0	0	1	0	1	0	1	1	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	1	12
9	MARIZAL	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	6
10	ROBY	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	7
11	JUMARDI	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	9
12	SUHERDI	0	1	1	1	1	1	0	0	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	18
13	WANDA	0	0	1	0	0	0	0	0	1	1	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	11
14	RAHMI	0	1	1	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	17
15	FAJRI	1	1	1	0	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	16
16	MARNI	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	12
17	JUFRI	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	1	0	1	9
18	RENI	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	12
19	ROSDIANA	0	1	0	1	0	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	0	0	0	1	1	12
20	SILVIA	0	0	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0	1	1	0	0	1	10





**APPENDIX V**

**THE STUDENTS' SCORE IN MASTERING ENGLISH SYNONYMS (DATA)**

NO	STUDENTS	NUMBERS OF EACH ITEMS																									TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	1	0	1	0	0	0	1	1	1	0	0	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	13
2	2	0	1	1	0	1	0	0	0	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	15
3	3	1	1	1	1	1	0	0	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	0	0	20
4	4	1	1	1	0	1	1	0	0	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	0	0	15
5	5	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	11
6	6	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	14
7	7	0	1	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	12
8	8	0	0	1	0	1	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	10
9	9	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
10	10	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	6
11	11	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	9
12	12	0	1	1	1	1	0	0	0	1	1	0	0	0	1	1	1	1	0	0	1	1	1	1	1	1	16
13	13	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	11
14	14	0	1	1	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	17
15	15	1	1	1	0	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	13
16	16	0	0	0	1	0	0	0	1	1	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	13
17	17	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	1	0	1	9
18	18	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	11
19	19	0	1	0	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	0	0	0	1	1	0	1	12
20	20	0	0	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0	1	1	0	0	1	19
21	21	1	1	1	1	0	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	1	13
22	22	1	1	1	1	1	0	0	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	18
23	23	1	1	1	1	1	0	0	0	1	0	0	1	0	1	1	1	1	0	0	1	1	1	0	1	1	16



**APPENDIX VI**

**THE STUDENTS' SCORE IN MASTERING ENGLISH SYNONYMS (TRY OUT)**

NO	NAME	NUMBERS OF EACH ITEMS																								TOTAL		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		25	
1	ARIADI	0	1	0	0	0	1	1	1	0	0	1	1	0	0	0	1	1	0	1	0	1	1	1	1	1	14	
2	ANNISA	0	1	1	0	1	0	0	0	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	15	
3	DADANG	1	1	1	1	1	0	0	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	0	0	16	
4	DESI	1	1	1	0	1	1	0	0	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	0	0	15	
5	RAPITA	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	1	12	
6	YENDA	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	1	1	0	1	13	
7	MARILA	0	1	1	0	0	0	0	0	0	1	0	0	0	1	1	0	1	0	1	0	1	1	1	0	1	11	
8	RIDHO	0	0	1	0	1	0	1	1	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	1	12	
9	MARIZAL	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	6	
10	ROBY	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	7
11	JUMARDI	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	9	
12	SUHERDI	0	1	1	1	1	1	0	0	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	18
13	WANDA	0	0	1	0	0	0	0	0	1	1	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	1	11
14	RAHMI	0	1	1	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	17
15	FAJRI	1	1	1	0	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	16	
16	MARNI	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	12
17	JUFRI	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	1	9
18	RENI	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	1	12

19	ROSDIANA	0	1	0	1	0	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	0	0	0	1	1	12
20	SILVIA	0	0	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0	1	1	0	0	1	10