PRESENTING THE MEANING OF NEW VOCABULARY THROUGH

SYNONYMS AT THE STUDENTS OF SMP

MUHAMMADIYAH PALOPO

THESIS

Submitted to the English Program of Tarbiyah Departement

STAIN Palopo In Partial Fulfillment of The Requirement For The

Degree of Sarjana Pendidikan (S. Pd)

BY

JUMARNI

NIM: 06.19.3.0014

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALOPO
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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
SEKOLAH TINGGI AGAMA ISLAM NEGERI
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IAIN PALOPO

CHAPTER I

INTORDUCTION

A. Background

Language is a tool to convey idea to get our goal. The important thing is how to deliver it in order that people can accept what meant. In this case we need many vocabularies. People who want to learn language; of course they have to memorize many vocabularies before. So, it is not wrong if said that "there are only two things that you really need to learn when you study a foreign language; words, and how to put them together to create a good sentence. You just cannot learn a language without learning words-lost of them.[1]

As a teacher and a learner, he/she has to master vocabulary in order make learning-process running well. So, as a teacher also have to prepare anything before starting to teach. Besides that, as a teacher has to know about material, methodology, strategies in teaching and any other.

Mastering vocabulary is really important in learning language, on other hand, if we want to master four skills in English, namely: writing skill, speaking skill, reading skill, and listening skill we have to master in vocabulary because they couldn't not separate each other.

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[1]. Syahruddin El Hajj, *Smile English Book A Practical Guide*, (Makassar, Samagora Study Club (SSC), 2004), h. v

Teaching language certainly involves many things that we should know before conveying material. One of the important things is using media and memorizing words who has same meaning (synonym). As we know that media in instructional educative is used to make communication running well especially in teaching-learning process[2]. And Synonyms are different words or phrases in the same language that have a similar meaning.[3]

Researcher has shown that media have superiority to help teachers to deliver learning message that faster and easier for students and then by synonym student easy to memorize words and not difficult by teacher make students memorize many words. Media have positive story and can change the students' behavior to be creative and dynamic. The role of media is needed in learning process where media is not as a tool but as a part of integral in educational system and learning process[4].

Therefore: in research, the writer uses synonym as a media to convey the material especially in teaching vocabulary. Synonym is very important to be used in teaching, especially to enriching students' vocabulary. Synonym can make students know many word than students vocabulary add. Beside that synonym can help teacher to get the instructional aims, because synonym include as a media that very learning, because synonym, the students experience and their understanding are

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[2]. Ahmad Rohani, *Media Instruksional Edukatif*, (Cet. I; Jakarta; Rineka Cipta, 1997), h. 1.

[3] http//www.translate.googleusercontent.com/.translate.synonim. diakses pada tanggal 17 Mei 2010.

[4]. Asnawir dan Basiruddin Usman, *Media Pembelajaran*, (Cet. I; Jakarta: Ciputat Pers, 2002), h. 1

learning, because synonym, the students experience and their understanding are larger, clear and not easy to forget, more concrete in memorizing and the association of the students[5]

Improving vocabulary through synonym is once step to mastering English, than by memorizing synonym words can make students vocabulary improving and if the students vocabulary improving its can make students more easy to mastering English, than the aim to language easy to get. Beside of that all of the students at SMP Muhammadiyah Palopo have been taken difficulties especially in improving their vocabulary.

Based on the assumption above, the writer believes that synonym word is important to be used in teaching, especially for beginner in learning English language to improving english vocabulary. So, the writer interest to conduct the title "***Presenting The Meaning of New Vocabulary Through Synonyms At The Students Of SMP Muhammadiyah Palopo***".

B. Problem Statement

Based on the background above, the writer formulates the research question as follows:

1. To what extent does synonyms word improve students' Vocabulary?

2. How are the students' attitude toward the synonyms word?

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[5]. Ahmad Rohani, *Op. cit.*, h. 76.

C. Objective of the Research

Based on the research that set above the writer state the specific objective of this research as follows:

This research aims both finding out whether the students vocabulary can be improved when use the synonyms word and how the students' attitude toward the synonyms word.

D. The Significance of the Research

In writing this research proposal, it is expected to be useful information for all elements;

1. Theoretic advantage, the institution where the research take a place (SMP Muhammadiyah Palopo) can use this step to as reference strategy of learning the skill of the students.

2. Teachers and students at the SMP Muhammadiyah Palopo can use this step to improve the quality of study and students can improve and developing method to improve their vocabulary.

3. Readers and all people can improve their English skill especially by improving vocabulary through the synonyms word. It can be reference in English teaching and can developing knowledge.

E. Scope of the Research

The scope of the research will be restricted to vocabulary teaching through synonyms word for the second year students of SMP Muhammadiyah Palopo. Synonyms word used here are synonyms word which are take from books and dictionary, which the writer has to be creative in making it interesting for students in learning vocabulary it's emphasized on all class word, because easier to understand and suitable for the beginners.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Vocabulary*

1. Concept of Vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing the vocabulary. Vocabulary is one of the components of language. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning. Opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and unsimplified materials and to process different kind of oral and written texts, as well as the kinds of strategies learners use in understanding, using, and remembering words[1].there are

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[1]. Jack C. Ricard and Willy A. Renandya, *Methodology In Language Teaching*, (Cet. I: United Stated of America; Cambridge University Press, 2002), h. 255

3000 to 5000 words suggested for learners continuing to tertiary education studies[2]. As we know that, before the students know how to speak and write, the teacher should introduces kinds of vocabulary to know many things in their environment. So one the general purpose of pupils learning is they have to able recognize general thing such as kind of animals, fruits, things in room, and so on. So, the writer tries to teach vocabulary to students about 50 to 100 vocabularies.

2. Definition of Vocabulary

Vocabulary is total number of word in a language, words known to a person; list of words with their meanings, especially at the back of for teaching a foreign language[3].

Vocabulary or word also called a base word or a word family is defined as including the base form (e.g.: make) and its inflections and derivatives (e.g., makes, made, making, maker and markers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them[4]. Vocabulary is the set of words used by a writer or speaker; or a list or word used in certain book arrange in alphabetical order[5].

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[2]. Ibid. h. 256

[3]. *Oxford Learner's Pocket Dictionary*, New Edition: 1995 h. 461

[4]. Op.cit. Jack C. Ricard and Willy A. Renandya, *Methodology in Language Teaching*, (Cet. I: United Stated of America; Cambridge University Press, 2002), h. 258

[5]. Ahmad Thib Raya and Musda Mulia, *Increase Your Vocabulary and Idiom,* (Ujung Pandang: 1989), h. 1

3. Types of Vocabulary

There are two words lists, one of function words and one containing a basic 2.000 word English vocabulary. In addition, there is a list of suffixes to be used with 2.000 word list[6].

The list of function words containing about 230 words of very high frequency. They were not chosen solely on the basis of frequency. However, on the basis of grammatical function. The list consists of articles, auxiliary verbs, prepositions, conjunction, pronouns, noun determiner, substitute nouns, intensifiers, and contain often specialized expressions.

Function words and content words

Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other. Example: are, is, at, to, which, for, by, he, etc.

Content word name and describe the infinite number of thing, person, events and processes that speakers of English want to talk about, such as: (after, man, eat, drink, house). Content words can be derived into three general classes:

a.   Words naming things, ideas, entities.

b.   Words naming actions.

c.   Words used to describe the qualities of those things or actions.

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[6]. Collier Macmillan, *The Key To English Vocabulary*, (Cet. V; New York; Macmillan Company, 1971), h. vi

These derivations correspond closely to the traditional part of speech: noun, verbs, and adjective-adverb[7].

4. Vocabulary Selection

Teaching vocabulary is crucial process in learning of language and it mush be managed properly .In English structure the words have integral point. It is clue to the lack of vocabulary referential for the students can make students poor in language skill.

To select the important vocabulary, means that the teacher or instructor should choose the actual words that can be used the students. In this case, before teaching it, the teacher should select the vocabulary students need. Vocabulary for beginners, middle, and intermediate the teacher or instructor should choose what vocabulary the students need.

A general principle of vocabulary selection has been that of frequency[8]. We can decide which words we should teach on the basis of how frequently they are used by speakers of the language. The words which are most commonly used are the ones we should teach first.

Based on the explanation above, it can be conclude that when teach vocabulary must be related to the students need by considering their level/age,

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[7]. Ibid. h. 3

[8]. Jeremi Harmer, *The Practice of English Language Teaching*, (Cet. I; New York; Longman Publishing, 1992), h. 154

environment and anything that relate to their words. The students may be like to study by picture, games, role play, singing a song, etc[9].

5. Some Technique in Teaching and Memorizing Vocabulary

a. Demonstrating the real objects.

b. Showing some picture

c. Singing a song

d. Creating some words[10].

States that there are three activities, which are designed to teach and practice word, they are:

1) Presentation

There are many occasion when some from of presentation or explanation is the best way to bring new words into the classroom, such as picture, regalia, and contrast.

2) Discovery

Students will be using their bilingual dictionaries, so they will find the meaning of words.

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[9]. Muh. Syahrullah, *Learning English Vocabulary Through Songs, Paper D3* (English Department STAIN Palopo, 2004), h. 13

[10]. Ibid. h. 11

3) Practice

Using new vocabulary, this is known in real communication, so it would not be forgotten easily[11].

Students need to learn the lexis of language. They need to learn what words mean and how they are used. While this obviously involves giving them names for things (e.g. table, chair, etc.)[12]. it also involves showing them how words are stretched and twisted (e.g. to able a motion, to chair a meeting) dearly some words are more likely to be taught at lower level than other, and some user of words may be more sophisticated than others and therefore more appropriate for advanced students.

Mastering vocabulary is an important thing for people who want to understand reading conversation or writing in English without enough vocabularies it is impossible for us to get it.

Most of people sometimes ask "how to speak English well and perfectly" this is a classical question and it has many answer. There are three important things that should be paid attention by the English learners[13].

a) We should have an interest, wise word says, "Where there is a will, there is a way" so the people who have good desire or interest to study English, it is impossible to

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[11]. *Op.cit*. Jeremi Harmer, *The Practice of English Language Teaching,* (Cet. I; New York; Longman Publishing, 1992), h. 161

[12]. *Ibid*. h. 23-54

[13]. Yusran Pora, *Develop Your Vocabulary Grammer and Idiom*, (Cet. I; Yogyakarta; Pustaka Pelajar, 2003), h. vii-viii

master it. The difficulties in English will be very easy when the students have interest.

b) We should have enough vocabularies, these vocabularies can be getter by many source, can be from reading material, or discussion with friends.

c) We should practice the vocabularies that we have. Using vocabulary has sometimes been forgotten by English learners. They sometimes have enough vocabularies but because of being lazy or the never use them in their daily life, so they can be easy to forgot it. So the suggestion is "Please use the vocabularies that you have had any time". For example, when you are talking to your friends or want to present your presentation in front of English club.

One of the most effective way to increase your vocabulary is to read often and widely. More you read, and more different kinds of writing you read, more new words you will acquire[14].

Language is word united. So if we want to study a language we have to memorize its vocabulary first. There are more than 50.000 list of words in English include its derivation. That Indonesian English Dictionary which is made by John M. Echols and Hassan Shadily only consists of 12.000 vocabularies[15].

The problem is how to keep all of the vocabulary in our brain. While English teaching in senior high school right now only four hours in a week and it does not

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[14]. Licklider, *Building a College Vocabulary,* (New York; Little Brown and Company, 1981), h. 1

[15]. Rahmat Taufik Hidayat, *Kosa Kata Bahasa Inggris*, (Cet. VI; Yogyakarta; Pustaka Pelajar, 2005), h. 1

only study vocabulary but it studies all of component in English like grammar, reading comprehension, conversation, etc.

It is impossible for us to memorize all of vocabularies in English. Linguists say that to read and speak perfectly we just need 5.000 vocabularies because the others word are seldom used.

It is not secret anymore if most of senior high school students are poor of vocabulary. States that there are some ways to enrich our vocabulary, they are:

(1) Everyday gives a little time to memorize vocabulary. It is about 5-10 vocabularies. To control your vocabularies you may memorize by using card system. You can write 5-10 vocabularies in a card which is prepare before. Take one card, it is about 10x7 cm and 1 cm the first page you write 5 until 10 vocabularies with its pronunciation and its meaning can be written on the second page. The card which has been written some vocabularies is learned by heart. You change it every day with new card and new vocabularies. The cards which have been memorized should be kept in different place with the cards which have not been memorized or empty cards. If we can memorize vocabulary everyday like that so in short time we will have many vocabularies. You can imagine if you memorize 10 vocabularies in a day. So in a year your vocabularies will 365x10 is 3.650 vocabularies. In two years will be 3.650x2 is 7.300 vocabularies and how if it is in three, four or five years? You can count it by yourselves.

(2) In memorizing and enrich your vocabulary we can make list by:

(a) Looking for synonym for example adjective synonym, example:

 a. Big = large

 b. Easy = simple

 c. Dull = interesting

 d. Verb =synonym

 e. Begin = start

 f. Close = shut

 g. Want =wish

Noun synonym:

 a. Person = people

 b. Shop = store

 c. Story = tale

(b) Sometimes it is difficult to find its synonym like the example above. So we can memorize by giving it definition.

Example:

 a. Committee = Group of people who meet together to discuss and make decision

 b. Librarian = Person who look after reading books

 c. Synonym = Words with similar meaning

d. Moral = Having to do with right and wrong

c) Looking for its opposite or synonym

Example:

Easy Difficult

Good Bad

Laugh Cry

Buy Sell

And also there are some vocabularies which its antonym formed by add *un, dis, im,* and *in* at the beginning of the words.

Example:

Afraid – unafraid

Happy – unhappy

Agree – disagree

Polite – impolite

Accurate – inaccurate
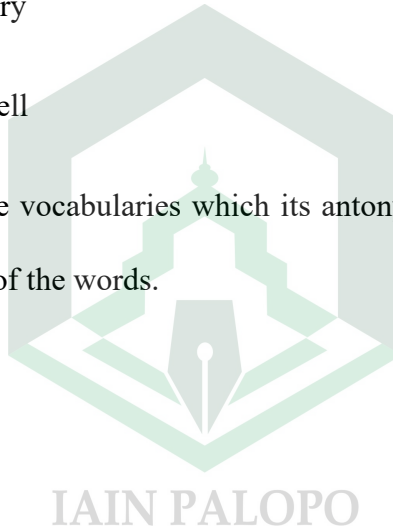
3. The other way to enrich our vocabulary is by memorizing its derivative

Example:

Suffer (V)　　　= Menderita

Sufferable (Adj.)　= Dapat diderita

Sufferer (N)　　= Penderita

Suffering (N)　　= Penderitaan

Sufferance (N)　　= Kesabaran

Studying language not only studies the list of vocabularies but if we do not know the meaning, it is impossible to use it, so we have to memorize its meaning too[16].

The ways to learn vocabulary are:

a. Card Method

Sometimes we have many vocabularies but sometimes we cannot use it in order that can be useful for us. One way that can help us is using card.

1) Write every English vocabulary or phrase that you do not know its meaning. write them into card which its size 8x6 cm. write the word in non-capital word because it can help you to always remember it do not forget to write the classification of the word like verb, adjective, etc.

2) At back of the card you can write the meaning of the words and can be with its picture. Besides the meaning, the good card is the card that consists of sentences that

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[16]. Ibid, h. 2-6

are made from that vocabulary. This is very important because you know when that vocabulary used.

(c) Let us say that you had 20 cards so you can play them. First, you take each card, study and memorize it whether its word or its meaning. Do not memorize in your heart but you loud your voice so you can hear your pronunciation so when you are wrong, you can repeat it. The second is shake the 20 cards and take 5 cards randomly and then examine you memory. If you are failing, please repeat to shake the card and examine once again your memory. If you are success so the 5 card can be put in other place and then take the next card and test your memory again. The third if you are success in the second step please shake the 20 cards once again and test your memory for 20 cards. The fourth in the morning examine those 20 cards. If you forget one until three words, it means that you have been success. But, if you forget more than 3 vocabularies so you have to repeat it. Repeat the second step in afternoon. If you always do that you will have many vocabularies.

2. Reading Method

This method needs a little skill in English because in this method you have to able to translate the text. It is little difficult for people who cannot translate long sentences. They still need someone to guide them. In this method, you will find difficult vocabularies in the text but you have to find its meaning and then you memorize it[17].

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[17]. Of.cit. Yusran Pora, Develop Your Vocabulary Grammer and Idiom, (Cet. I; Yogyakarta; Pustaka Pelajar, 2003), h. 4-6

Jane Willis states that there is something that the teachers should know before teaching vocabulary namely. 1. To make teachers aware of the variety of techniques that can be used teach vocabulary for active or passive control. 2. To give practice in the English necessary for presenting, eliciting and checking understanding of new vocabulary.

a. Preliminary Discussion

1. What do we really mean by 'teaching' vocabulary? Distinguish between active and passive knowledge.

2. Broadly speaking, 'vocabulary' falls into two categories:

a. Words with a specific meaning, e. g. pen, running, asleep.

b. Words with a value or a grammatical function, e. g. but, therefore, of Discuss which categories the following words fall in: a stone, an idea, lazily, although, than, benefit, it (it's running), hurry, dazzling, which, witch, or, the. Which category of words do you think is easier to teach successfully? Why?

3. When planning to do a reading or listening comprehension exercise in class, how do you decide which new words to pre-teach, before the passage is read or heard, which to leave until later, and which not to teach at all?.

4. (a). If you plan to present a new structure, would you introduce new vocabulary items at the same time? Why?

(b). How many new words can your students learn effectively in one lesson?

5. Study the various techniques

6. How useful is the question 'Do you understand?' what about, 'Is there anything you don't understand?'? How can you check that a student (a) has really understood the meaning of word? (b) can actually use the new word correctly and appropriately?

b. Lesson Extracts

Listen to both extracts and see which techniques the teacher use to present new vocabulary items to their classes. Than select the extract which is most suited to the level of students you are teaching. And practice repeating the teacher part. Compare your pronunciation of the teacher on the tape.

c. Classroom Language

When teaching vocabulary, you normally start by doing one of two things, you either give the students the word or ask the meaning, or you explain the meaning or concept, and ask the word.

The tables in this section keep to this order and are followed by some suggestions for language your students may need.

Teaching meaning

Announcing your intention

First, before we begin	I want to	Check that make sure	You know	The meaning of a few words, what one or two words mean

Making students guess the meaning

Who knows	What these words mean: '_____'?
Does anyone know	When you would use the word,'____'?
Can anyone tell me	When you would see/hear the word,'___'?

B. Synonym

1. What is synonym?

What is a synonym? A synonym is a word or expression that has the same or almost the same meaning as another word or expression. In English, a language known for its enormous vocabulary, most words have synonyms. For example, the word "enormous" has many synonyms: Huge, massive, giant, immense, and the list goes on. The word "synonym" is a composite of two Greek words: The prefix "syn" means "together" and "onym" is "name." Synonyms — together naming the same thing.[18]

Synonym is the word which means "nearly the same or similar to the word in question." A synonym is a word or expression that is a metaphorical or symbolic replacement for another.[19] Synonyms can be interchanged in a sentence with another word and yet, the meaning remains the same. For example, let us look at these sentences: The quick brown fox jumped over the lazy dog. The swift brown fox leapt over the lethargic dog. In the above sentences, the words "quick" and "lazy" were substituted by their synonyms "swift" and "lethargic." Even after interchanging the actual words in the first sentence, with their respective synonyms, the meaning conveyed in the sentence remains the same. Synonyms can be used figuratively, for instance: "Andrew, in his younger days, was synonymous with frugality." As against

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[18] http://www.vocabulary.co.il/synonym_vocabulary/, 04 Juni 2010.

[19] http://www.blurtit.com/q532340.html, 04 Juni 2010

synonyms, antonyms are words with opposite or nearly opposite meanings to the word in question.

Synonyms can be nouns, adverbs or adjectives, as long as both members of the pair are the same part of speech. However, different words similar in meaning usually differ for a reason, *feline* is more formal than *cat*; *long* and *extended* are only synonyms in one usage and not in others, such as a *long arm* and an *extended arm*. The purpose of a thesaurus is to offer the user a listing of similar or related words; these are often, but not always, synonyms. See hyponym for a closely related phenomenon, "words included in other words", as *tulip* is included by *flower*, but not vice-versa.

Two words are synonyms when they mean the same. Similarly two phrases or sentences are synonymous when they mean the same. The usual criterion is that meaning is preserved when they are substituted one for the other. Two terms may be cognitively synonymous although associated with a different tone, and the choice of one synonym or another may have implicatures, but these will not be due to a difference of what is actually said.[20] However, the notorious difficulties for translators of finding synonyms across different languages testifies to the delicate problem of quite how much is built into the meaning of terms. Philosophically, synonymy was crucial to the methodology of the analytic tradition, whose goal of laying out the structure of our concepts is only realistic if we know whether what is

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[20] http//:answer. Com/library/. Philishopy Dictionary. cid. 81399.

displayed is in fact the structure of the original, and not some reconstruction or differing concept altogether.

Knowing this will require judging whether the analysans or analysing expression is indeed synonymous with the analysandum or expression to be analysed. Although difficulties with the relationship had always been recognized, it was Quine who first made an effective attack on the notion of synonymy, in his widely influential article 'Two Dogmas of Empiricism' (1951). Quine complained that the ideal of synonymy demands a sharp division between what we put down to linguistic convention, and what we put down to generally held truths about the world, but that in practice this division cannot be sustained.[21]

The question of whether we have 'changed the meaning' of a term when we come to believe something new about its subject matter is generally speaking unanswerable and unprofitable. The extent of Quine's critique is, however, problematic. It seems essential to any understanding of language, and especially any belief that logic applies to language, that terms mean the same on one occurrence as they do on another, so at least in some cases a notion of synonymy must be applicable. A compromise would be that a notion of synonymy is applicable when in our actual practices of interpretation we refuse to contemplate the possibility of meaning shift; however, when such possibilities genuinely arise, the way we settle the matter may be subject to a high degree of indeterminacy.

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[21] http//:answer. Com/library/. Philishopy Dictionary. cid. 81399.

Synonyms are different words with almost identical or similar meanings. Words that are synonyms are said to be synonymous, and the state of being a synonym is called synonymy.[22] The word comes from Ancient Greek ("with") and *onoma* ("name"). The words *car* and *automobile* are synonyms. Similarly, if we talk about a *long time* or an *extended time*, *long* and *extended* become synonyms. In the figurative sense, two words are often said to be synonymous if they have the same connotation.

Synonyms can be any part of speech (e.g. nouns, verbs, adjectives, adverbs or prepositions), as long as both members of the pair are the same part of speech. More examples of English synonyms are:

a. Noun

   a.1."student" and "pupil"

   a.2."petty crime" and "misdemeanor"
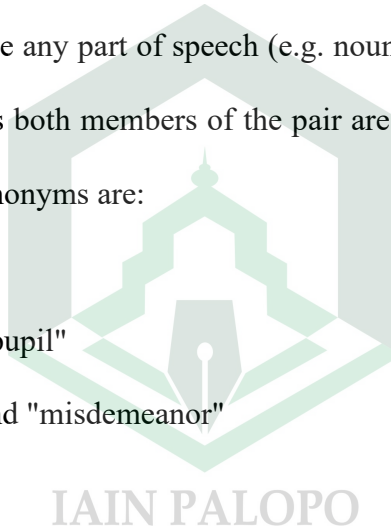
b. Verb

   Example : "buy" and "purchase"

c. Adjective

   Example : "sick" and "ill"

d. Adverb

   Example : "quickly" and "speedily"

e. Preposition

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[22] http//:answer. Com/library/. Synonym Taxonomi.

Example : "on" and "upon"

Note that synonyms are defined with respect to certain senses of words; for instance, *pupil* as the *"aperture in the iris of the eye"* is not synonymous with *student*. Similarly, *he expired* means the same as *he died*, yet *my passport has expired* cannot be replaced by *my passport has died*.

In English, many synonyms evolved from the parallel use, in the early medieval period, of Norman French (from Latin) and Old English (Anglo-Saxon) words, often with some words being used principally by the Saxon peasantry (*"folk"*, *"freedom"*, *"bowman"*) and their synonyms by the Norman nobility (*"people"*, *"liberty"*, *"archer"*).

Some lexicographers claim that no synonyms have exactly the same meaning (in all contexts or social levels of language) because etymology, orthography, phonic qualities, ambiguous meanings, usage, etc. make them unique. Different words that are similar in meaning usually differ for a reason: *feline* is more formal than *cat*; *long* and *extended* are only synonyms in one usage and not in others (for example, a *long arm* is not the same as an *extended arm*). Synonyms are also a source of euphemisms.

The purpose of a thesaurus is to offer the user a listing of similar or related words; these are often, but not always, synonyms. (Rooted derivatives are not synonymous! such as: to force — forcing).

2. Advantage of synonym

Imagine how boring language would be without synonyms! Synonyms make reading, writing, and speaking more expressive. If every person, place, or thing were

known by one word only, life would be incredibly dull—or dreary, tedious, lackluster, and bland! Try it yourself—mix up your word choice when you talk or write! Good speakers and writers always vary their vocabulary. Time Writing.com offers lessons in writing using a varied vocabulary.

Synonym tests ask you to select a word's synonym from a list of choices, or to read a sentence and decide which word is similar in meaning to the underlined word in the sentence.[23] For example: "John thought he was lucky to have good friends." Pick the synonym for "lucky" from the choices "smart," "fortunate," and "sophisticated." Think twice about words that make sense in the sentence—these choices may not have the same or similar meaning as the underlined word. Think of the letter 'S' in synonym as standing for "same" or "similar," and you'll keep on track. "Fortunate" is the answer.

In scientific nomenclature, **synonyms** are different scientific names used for a single taxon. Usage and terminology are different for zoology and botany.[24]

a. Zoology

In zoological nomenclature, synonyms are different scientific names that pertain to the same taxon, for example two names for the same species. The rule of zoological nomenclature is that the first name to be published is the senior synonym; any others are junior synonyms and should not be used.

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[23] http://www.vocabulary.co.il/synonym_vocabulary/, 04 Juni 2010.

[24] http://en.wikipedia.org../../s/y/n/Synonym_%28taxonomy%29.html, 04 Juni 2010

Synonyms are "objective" if they unambiguously refer to the same taxon; this is the case if they refer to the same description or the same type specimen. Otherwise the synonyms are "subjective", meaning that there is room for debate: one researcher might consider the two names to refer to the same taxon, another might disagree.

For example, John Edward Gray published the name *Antilocapra anteflexa* in 1855 for a species of pronghorn, based on a pair of horns. However, it is now thought that his specimen was an unusual individual of the species *Antilocapra americana* published by George Ord in 1815. Ord's name thus takes priority, with *Antilocapra anteflexa* being a junior subjective synonym.

Objective synonyms are common at the level of genera, because two researchers may independently arrive at the conclusion that a species is sufficiently different from others in its genus that it needs to be given its own genus. Thus each names a new genus with the same type species; these are objective synonyms.

It is possible for a junior synonym to be given precedence over a senior synonym, primarily when the senior name has not been used since it was first described, and the junior name is in common use. The older name becomes a *nomen oblitum*, and the junior name is declared a *nomen protectum*. This is primarily to prevent the confusion that would result if a well-known name, with a large accompanying body of literature, were to be replaced by a completely unfamiliar name. For example, the scientific name of the Red imported fire ant, *Solenopsis invicta*, was published by Buren in 1972, and is a specific name that has been

conserved, despite the fact that it this species was first named *Solenopsis saevissima wagneri* by Santschi in 1916; there are thousands of publications that had been published using the name *invicta* before anyone discovered the synonymy, and, in 2001, the ICZN ruled that *invicta* would be given precedence over *wagneri*.

b. Botany

In botanical nomenclature, the synonym of a botanical name is a name that also applies to this same taxon. A synonym cannot exist in isolation: it is always "a synonym of ...". In botany synonyms can be:

1) **homotypic** (or **nomenclatural**): having the same type. The Linnaean name *Pinus abies* L. has the same type as *Picea abies* (L.) H.Karst. When the latter is taken to be the correct name (there is almost complete consensus on that), *Pinus abies* is a homotypic synonym of *Picea abies*. However, if the species were regarded to belong to *Pinus* (now unlikely) the relationship would be reversed and *Picea abies* would become a homotypic synonym of *Pinus abies*.

2) **heterotypic** (or **taxonomic**): with a different type. Some botanists split the dandelion into many, quite restricted species. The name of each such species has its own type. When the dandelion is regarded as including all those small species, the names of all those species are heterotypic synonyms of *Taraxacum officinale* F.H.Wigg. Reducing a taxon to a heterotypic synonym is termed "to sink in synonymy" or "as synonym".

In botany it is not required that a synonym be a valid name: a listing of synonyms often contains names that for some reason did not make it as a formal

name (unpublished or manuscript names), or have not yet been formally published. Such a synonym must have the form of a formal name: it must look like a proper 'Latin name'.

3. Synonymous Substitution

A synonymous substitution (also called a *silent* substitution) is the evolutionary substitution of one base for another in an exon of a gene coding for a protein, such that the amino acid sequence produced is not modified. Synonymous substitutions and mutations affecting noncoding DNA are collectively known as silent mutations.[25]

a. Substitution versus Mutation

Although mutation and substitution are often used interchangeably, there is a subtle but important difference. A nucleotide mutation is a base change (whether synonymous or non-synonymous) such that the mutant and wild-type forms coexist in a population. A nucleotide substitution is a base change between two populations. Thus, a mutation only becomes a substitution when the most recent common ancestor of the entire population carried that mutation.[26] When all lineages carrying alternative mutations have died off, the remaining mutation is said to be *fixed*. Note that fixed mutations may never reach 100% frequency in the population, as further mutations at

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[25] http://en. Wilkipedia. Org/wiki/ synonymous-substitution# mw.head.

[26] Franco Pagani,; Michela Raponi,; Francisco E. Baralle. (2005), "Synonymous mutations in CFTR exon 12 affect splicing and are not neutral in evolution", *Proc. Nat. Acad Sci. USA* **102** (18): 6368–6372, doi:10.1073/pnas.0502288102, PMID 15840711, PMC 1088389, http://www.pnas. org/content/102/18/6368.abstract.

the same site may arise; these subsequent mutations, however, will all share a common ancestor which had the fixed mutation.

b. Synonymous substitutions and evolution

When a synonymous or silent mutation occurs, the change is often assumed to be neutral, meaning that it does not affect the fitness of the individual carrying the new gene to survive and reproduce. Redundancy of the genetic code provides some protection against the effect of mutations.

Synonymous changes may not be neutral because certain codons are translated more efficiently (faster and/or more accurately) than others. For example, when a handful of synonymous changes in the fruit fly alcohol dehydrogenase gene were introduced, changing several codons to sub-optimal synonyms, production of the encoded enzyme was reduced,[27] in Saccharomyces cerevisiae those mutations have been show to affect the protein secondary structure[28] and the adult flies showed lower ethanol tolerance.[29] Many organisms, from bacteria through animals, display biased use of certain synonymous codons. Such codon usage bias may arise for different reasons, some selective, and some neutral.

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[27] David B. Carlini,; Wolfgang Stephan, (2003), "In vivo introduction of unpreferred synonymous codons into the Drosophila Adh gene results in reduced levels of ADH protein", *Genetics* **163** (1): 239–243, PMID 12586711, PMC 1462401, http:// www.genetics. org/cgi/ content/ abstract/163/ 1/239.

[28] Bratati Kahali,; Basak Surajit, Ghosh Tapash Chandra (Mar. 2007). "Reinvestigating the codon and amino acid usage of S. cerevisiae genome: a new insight from protein secondary structure analysis". *Biochem. Biophys. Res. Commun.* (United States) **354**

[29] Carlini, David B. (2004), *"Experimental reduction of codon bias in the Drosophila alcohol dehydrogenase gene results in decreased ethanol tolerance of adult flies"*, *Journal of Evolutionary Biology* **17** (4): 779–785.

Another reason why synonymous changes are not always silent is the fact that exon sequences close to exon-intron borders function as RNA splicing signals. When the splicing signal is destroyed by a synonymous mutation, the exon does not appear in the final protein. This results in a truncated protein. One study found that about a quarter of synonymous variations affecting exon 12 of the cystic fibrosis transmembrane conductance regulator gene result in that exon being skipped.

C. Attitude

a. Concept of attitude

Attitude is a hypothetical construct that represents an individual's like or dislike for an item. Attitudes are positive, negative or neutral views of an "attitude object": i.e. a person, behaviors or event[30]. Beside that attitudes, like all aspects of development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are "different" in any number of ways, and interacting affective factors in the human experience. These attitudes form a part of one's perception of self, of others, and of the culture in which one is living[31]. The correlation of attitude and cognition students very significant, because the students psychometric will be better if the attitude of affective were their had.

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[30]. http://en.wikipedia.org/wiki/Attitude_(psychology), 2010

[31]. Op.cit. Douglash Brown. *Principles of Language Learning and Teaching*, (United Stated of America, 1980), h. 127.

Based theory that applied attitudes develop on the **ABC** model (affect, behavioral change and <u>cognition</u>). The *affective* response is a physiological response that expresses an individual's preference for an entity. The *behavioral intention* is a verbal indication of the intention of an individual. The *cognitive* response is a cognitive evaluation of the entity to form an attitude. Attitude may also be seen as a form or appearance that an individual assumes to gain or achieve an egotistic preference, whether it is acceptance, manifestation of power or other self-centered needs. Attitude may be considered as a primitive attribute to the preservation of the <u>self</u> or of the <u>ego</u>[32].

As we know Attitudes cannot be seen, because attitudes are internal and have to be interpreted from external acts and gestures. But in the other skill or knowledge for example attitude can be instrument in psychology because the object of psychology is internal human. Psychologists use attitudes as instruments for studying something else in which they are interested. They use attitudes as tools for studying various areas of social life---such as the organization of groups, relations between groups, organization of personalities, and relations between persons[33]. Attitudes are part of the brain's associative networks, the spider-like structures residing in long term memory (Higgins, 1986) that consist of affective and cognitive nodes linked through associative pathways.

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[32]. Op.cit. http://en.wikipedia.org/wiki/Attitude_(psychology), 2007

[33]Anselm StraussDepartment *of Sociology, Lawrence College* Notes http://www.brocku.ca/MeadProject/Strauss/Strauss_1945.html. 2007

D. Theoretical Framework

The theoretical framework in this research is shown in the diagram as follows:

```
                    ┌──────────────┐
                    │   Synonim    │
                    └──────┬───────┘
                           │
                           ▼
┌──────────────┐     ┌──────────────┐
│   Zoology    │◄───►│    Botany    │
└──────────────┘     └──────┬───────┘
                            │
                            ▼
            ┌──────────────┐   ┌──────────────┐
            │  Homotypic   │◄─►│ Heterotypic  │
            └──────────────┘   └──────────────┘
```
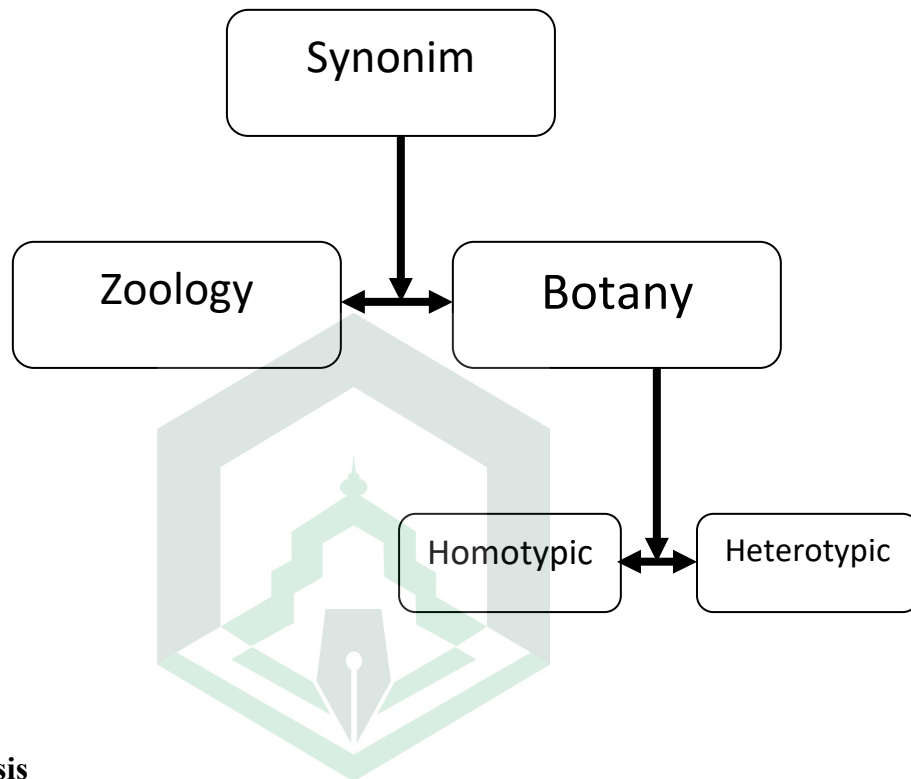
E. Hypothesis

Based on the literature above, the writer conclude that Synonymous is effective method by teacher to enriching students vocabulary, because by synonymous students is easier to memorize words that different word but the meaning is same. So, the writer hypothesis by this step that the students vocabulary can improve. Because every meeting students will get different words and every words have to memorize by students.

CHAPTER III

METHOD OF RESEARCH

A. *Method and Design*

1. Method

The method that will be used in this research is experimental research that related with statistic. It will be used to describe improving students vocabulary through synonyms word at the second year students of SMP Muhammadiyah Palopo.

2. Design of Research

To do the experimental, the research used one group pre-test and post test design. The design is written as follows:

$$X_1 - T - X_2$$

Remarks: X_1 : Pre test

T : Treatment

X_2 : Post test[1]

In the design the research observes, the first is before treatment/ experiment and the second one of after treatment. The observation done before treatment is called pre test (X1) and the observation done after treatment is called post test (X2).

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[1] Hatch and Lazaraton. *The Research Manual* (USA; Newbury House 1991) p. 7.

B. *Variables and Their Operational Definition*

1. Variable

This research consisted of two variables namely:

a. Independent variable. The independent variable is synonyms words, where those are suitable for students.

b. Dependent variable, the dependent variable is the improving students vocabulary for students through synonyms words.

2. The Operational Definitions

a. synonyms words

synonyms are different words with similar or identical meanings and are interchangeable. By synonyms words, teacher in teaching process is easier give students vocabulary because different word same meaning and students isn't difficult memorize words to improve their vocabulary.

b. Improving students vocabulary

vocabulary is part most important to master language, than teacher as motivator in teaching process must formatted their teaching more effective and enjoyable.

C. Population and sample

1. Population

The population of this research is consisting of the second year students of SMP Muhammadiyah in 2009/2010 academic year. the total population at the eight year students of SMP Muhammadiyah are 76 students.

2. Sample

The sample of this research is used random sampling. The amount subject is 50, we can take the sample between 10-15 % or 20-25 % or more[2]. In this case the research takes the sample about 10 %. There are 30 students taken as sample.

D. Instrument of The research

In this research, the writer made instruments of research to collect the data. The writer used objective test instruments completion test. These tests are instructed to use vocabulary test through synonym.

The writer will give students test in vocabulary that consist of 25 items and than students look for synonym of vocabulary that writer give. Each item has 1 score if the students can answer it well. So, the total of the scores are 50 if the students can answer all of the questions correctly. The test aims to know the significant of synonym in teaching vocabulary at SMP Muhammadiyah Palopo

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[2]. Suharsimi Arikunto. *Prosedure Penilitian*, Jakarta; PT. Rineka Cipta, 2002, hal. iii

E. Procedure Of Data Collection

To collect the data, the writer uses some procedures as follow:

1. Giving Pre-Test

The writer distributed pre-test to students as sample, and it intends to know the students' prior knowledge of vocabulary. It took 60 minutes to finish test.

2. Giving Treatment

The research conducted treatment for eight meeting and each meeting students will bi given words in type synonym.

3. Giving Post-Test

The writer distributed post-test to students as sample. This test is to know the effectiveness of using picture in teaching vocabulary for students. It took 60 minutes too to do the test.

F. Techniques of Data Analysis

The writer uses data analysis of improving vocabulary through synonyms word as follows.

1. Scoring the students' correct answer the following:

$$\text{score} = \frac{\text{Students' correct answer}}{\text{Total number}} \times 10$$

2. Finding different score between variable 1 (x) and variable 2 (y).

$$D = x - y$$

3. Looking for mean difference

$$M_D = \frac{\varGamma_D}{N}$$

4. Standard deviation of different

$$SD_D = \frac{\varGamma D^2}{N} - \frac{(\varGamma D)^2}{(N)}$$

5. Standard Error from mean of different

$$SE_{MD} = \frac{SD_D}{N-1}$$

6. T$_0$

$$T_0 = \frac{M_D}{SE_{MD}}$$

Notation :

D: Different Score

X: Variable I

Y: Variable II

M$_D$: Mean of Difference

N: Respondent

SD$_D$: Standard Deviation of Different

SE$_{MD}$: Standard Error of Mean Different

T$_0$: Test

7. Formulated hypothesis

If   T$_0 \geq$ tt   it means significant differences

If   T₀ ≤ tt   it means not significant differences

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PRE TEST

1. Arrange   =

2. Arrive   =

3. Ask   =

4. Assent   =

5. Author   =

6. Band   =

7. Base   =

8. Basic   =

9. Believe   =

10. Better   =

11. Big   =

12. Busy   =

13. Call   =

14. Calender   =

15. care   =

16. Carry   =

17. Dad   =

18. Darling   =

19. Dirty   =

20. Dress   =

21. Drive   =

22. Each   =

23. Earth   =

24. Elementary   =

25. False   =

CHAPTER IV
FINDING AND DISCUSSION

This chapter would be explain about score and output research in school based sample, and explain the detail of Pre Test and post test after giving treatment by used total physical response method.

A. *Finding*.

1. The analysis of test

Table 1
The score of students in Pre Test

Number of Students	Correct Answer	Score
01	6	2
02	3	1
03	4	1,3
04	4	1,3
05	6	2
06	3	1
07	6	2
08	8	2,6
09	5	1,6
10	5	1,6
11	4	1,3
12	2	0,6
13	5	1,6
14	5	1,6
15	3	1
16	3	1

17	4	1,3
18	6	2
19	1	0,3
20	2	0,6
21	1	0,3
22	7	2,3
23	2	0,6
24	2	0,6
25	4	1,3
26	2	0,6
27	2	0,6
28	5	1,6
29	3	1
30	5	1,6

From the table above we can see that all students got unexpected score. The highest score is 2, 6 and the lowest score is 0,3, most of students obtain 1,6 and 0'6 there are six students and it is the highest frequency and only one student got score 4 and two student obtain score 0,3, and the other students obtain score 2 (four students), 1,3 (five students) and five obtain score

Table 2

The score of students in (Post Test)

Number of Students	Correct Answer	Score
01	9	3
02	6	2
03	7	2,3
04	7	2,3
05	9	3
06	6	2
07	9	3
08	11	3,6
09	8	2,6
10	8	2,6
11	7	2,3
12	5	1,6
13	8	2,6
14	8	2,6
15	6	2
16	6	2
17	7	2,3
18	9	3
19	4	1,3
20	5	1,6
21	4	1,3
22	10	3,3
23	5	1,3
24	5	1,3
25	7	2,3

26	5	1,3
27	5	1,3
28	8	2,6
29	6	2
30	8	2,6

Based on the table above ,students have very good progress after giving treatment. It can be seen on the table above. Where, the highest score is 3,6 and there was one students obtain it. The lowest score is 1,3 and there were six students obtain it. There was four students obtain score 3,3 for students obtain 3,six students obtain 2,6,five student obtain 2,3 five students obtain 2 two student 1,6.

Table 3

Frequency distribution matrix of experimental class students in T1

Classification	Score	Frequency	Cumulative Frequency	Percentage
Excellent	9,5-10	-	30	-
Very Good	8,5-9,5	-	30	-
Good	7,6-8,5	-	30	-
Fairly Good	6,6-7,5	-	30	-
Fairly	5,6-6,5	-	30	-
Fairly Poor	3,6-5,5	-	30	-
Poor	0-3,5	30	30	100

Based the table above where the students before giving the treatment by use synonym. All of the students in poor score (100).

Table 4

Frequency distribution matrix of students after giving treatment

Classification	Score	Frequency	Cumulative Frequency	Percentage
Excellent	9,5-10	-	-	-
Very Good	8,5-9,5	-	-	-
Good	7,6-8,5	-	-	-
Fairly Good	6,6-7,5	-	-	-
Fairly	5,6-6,5	-	29	-
Fairly Poor	3,6-5,5	1	28	3,57
Poor	0-3,5	29	-1	-29,0

From the table above (frequency distribution matrix of students after giving treatment) where there was one students (3,33%) obtain fairly poor score. There tweentynine student (96,6%) obtain poor score.

Table 5

The mean score of   students in Pre test

Number of Students	Score
01	2
02	1
03	1,3
04	1,3
05	2
06	1
07	2
08	2,6

09	1,6
10	1,6
11	1,3
12	0,6
13	1,6
14	1,6
15	1
16	1
17	1,3
18	2
19	0,3
20	0,6
21	0,3
22	2,3
23	0,6
24	0,6
25	1,3
26	0,6
27	0,6
28	1,6
29	1
30	1,6

$$Mx_1 = \frac{\Sigma X}{N}$$

$$= \frac{38,2}{30}$$

$$= 1,2$$

From the table above (the mean score of students in pre test) it can refer to that the mean score of students before giving treatment their mean score is 2, 3. But after giving treatment their mean score have very good progress, it can see on the table 6.

Table 6

The mean score of students In Post test

Number of Students	Score
01	3
02	2
03	2,3
04	2,3
05	3
06	2
07	3
08	3,6
09	2,6
10	2,6
11	2,3
12	1,6
13	2,6
14	2,6
15	2
16	2
17	2,3
18	3
19	1,3

20	1,6
21	1,3
22	3,3
23	1,3
24	1,3
25	2,3
26	1,3
27	1,3
28	2,6
29	2
30	2,6

$Mx1 = \dfrac{\Sigma X}{N}$

$= \dfrac{67}{30}$

$= 2,2$

From the table above (the mean score of students in pos test), it can refer that the mean score of students after giving treatment their mean score have very good progress from 1, 2 to be 2,2.

Table 7

The standard deviation of students in Pre Test

Number of Students	X	X	x-X	$(x-X)^2$

01	2	1,2	0,8	0,64
02	1	1,2	-0,2	0,04
03	1,3	1,2	0,1	0,01
04	1,3	1,2	0,1	0,01
05	2	1,2	0,8	0,64
06	1	1,2	-0,2	0,04
07	2	1,2	0,8	0,64
08	2,6	1,2	1,4	1,96
09	1,6	1,2	0,4	0,16
10	1,6	1,2	0,4	0,16
11	1,3	1,2	0,1	0,01
12	0,6	1,2	-0,6	0,36
13	1,6	1,2	0,4	0,16
14	1,6	1,2	0,4	0,16
15	1	1,2	-0,2	0,04
16	1	1,2	-0,2	0,04
17	1,3	1,2	0,1	0,01
18	2	1,2	0,8	0,64
19	0,3	1,2	-0,9	0,81
20	0,6	1,2	-0,6	0,36
21	0,3	1,2	-0,9	0,81
22	2,3	1,2	1,1	1,21
23	0,6	1,2	-0,6	0,36
24	0,6	1,2	-0,6	0,36
25	1,3	1,2	0,1	0,01
26	0,6	1,2	-0,6	0,36
27	0,6	1,2	-0,6	0,36
28	1,6	1,2	0,4	0,16

29	1	1,2	-0,2	0,04
30	1,6	1,2	0,4	0,16

$$S = \sqrt{\frac{\Sigma (x\text{-}X)^2}{N-1}}$$

$$= \sqrt{\frac{10,72}{30-1}}$$

$$= \sqrt{\frac{10,72}{29}}$$

$$= \sqrt{0,36}$$

$$= 0,6$$

From the table above (the students standard deviation of experimental class students in T1) it can see that the standard deviation of experimental class students before giving treatment by using total physical response was 0,7, and after giving treatment their standard deviation obtain high score.

Table 8

The standard deviation of students in Post Test

Number of Students	X	X	x-X	$(x-X)^2$
01	3	2,2	0,8	0,64
02	2	2,2	-0,2	0,04
03	2,3	2,2	0,1	0,01
04	2,3	2,2	0,1	0,01
05	3	2,2	0,8	0,64
06	2	2,2	-0,2	0,04
07	3	2,2	0,8	0,64
08	3,6	2,2	1,4	1,96
09	2,6	2,2	0,4	0,16
10	2,6	2,2	0,4	0,16
11	2,3	2,2	0,1	0,01
12	1,6	2,2	-0,6	0,36
13	2,6	2,2	0,4	0,16
14	2,6	2,2	0,4	0,16
15	2	2,2	-0,2	0,04
16	2	2,2	-0,2	0,04
17	2,3	2,2	0,1	0,01
18	3	2,2	0,8	0,64
19	1,3	2,2	-0,9	0,81
20	1,6	2,2	-0,6	0,36
21	1,3	2,2	-0,9	0,81
22	3,.3	2,2	1,1	1,21
23	1,3	2,2	-0,9	0,81
24	1,3	2,2	-0,9	0,81
25	2,3	2,2	0,1	0,01

26	1,3	2,2	-0,9	0,81
27	1,3	2,2	-0,9	0,81
28	2,6	2,2	0,4	0,16
29	2	2,2	-0,2	0,04
30	2,6	2,2	0,4	0,16

$$S = \sqrt{\frac{\Sigma (x-X)^2}{N-1}}$$

$$= \sqrt{\frac{10,72}{30-1}}$$

$$= \sqrt{\frac{}{29}}$$

$$= \sqrt{0,36}$$

$$= 0,65$$

From the table above (the standard deviation of students in pre test) it can see that students deviation of students after giving treatment by using synonym, their standad deviation obtain high score from 0,7,to .be 0,65.

Table 9

Experimental class				
Number of Students	Pre Test (Y1)	Pos Test (Y2)	Difference (Y)	Y^2
01	2	3	1	1
02	1	2	1	1
03	1,3	2,3	1	1
04	1,3	2,3	1	1
05	2	3	1	1
06	1	2	1	1
07	2	3	1	1
08	2,6	3,6	1	1
09	1,6	2,6	1	1
10	1,6	2,6	1	1
11	1,3	2,3	1	1
12	0,6	1,6	1	1
13	1,6	2,6	1	1
14	1,6	2,6	1	1
15	1	2	1	1
16	1	2	1	1
17	1,3	2,3	1	1
18	2	3	1	1
19	0,3	1,3	1	1
20	0,6	1,6	1	1
21	0,3	1,3	1	1
22	2,3	3,3	1	1
23	0,6	1,3	0,7	0,49
24	0,6	1,3	0,7	0,49
25	1,3	2,3	1	1

26	0,6	1,3	0,7	0,49
27	0,6	1,3	0,7	0,49
28	1,6	2,6	1	1
29	1	2	1	1
30	1,6	2,6	1	1
	Y1 = 38,2	Y2 = 67		ΣY=28,8

$$MY1 = \frac{\Sigma Y1}{N}$$

$$MY = \frac{38,2}{30}$$

$$MY = 1,27$$

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$$MY2 = \frac{\Sigma Y2}{N}$$

$$MY2 = \frac{67}{30}$$

$$MY2 = 2,23$$

$$MY = \frac{\Sigma Y}{N}$$

$$MY = \frac{28,8}{30}$$

MY = 0,96

From the table above (the mean score of Pre test and Post test) it able see that the mean score of Post test is better than the mean score of Pre test where the mean score of Post test 2,23 and the mean score of Pre test 1,27 and the difference between pre test and pos test was 0, 96.

$$\Sigma Y2 \quad = \Sigma Y^2 - \frac{(\Sigma Y2)^2}{N}$$

$$= 27,96 - \frac{(67)^2}{30}$$

$$= 27,96 - \frac{4489}{30}$$

$$= 27,96 - 149,6$$

$$= 121,64$$

$$\Sigma Y1 \quad = \Sigma Y^2 - \frac{(\Sigma Y1)^2}{N}$$

$$= 27,96 - \frac{(38,2)^2}{30}$$

$$= 27,96 - \frac{1459,24}{30}$$

$$= 27,96 - 48,6$$

$$= 20,64$$

$$T \quad = \frac{MY1 - MY2}{\sqrt{\frac{(\Sigma Y1 + \Sigma Y2)}{N + NY - 2} \left(\frac{1}{NY1} + \frac{1}{NY2} \right)}}$$

$$= \frac{1{,}27 - 2{,}23}{\sqrt{\dfrac{(20{,}64 + 121{,}64)}{30 + 30 - 2} \left(\dfrac{1}{30} + \dfrac{1}{30}\right)}}$$

$$= \frac{0{,}96}{\sqrt{\dfrac{10{,}8}{1740}}}$$
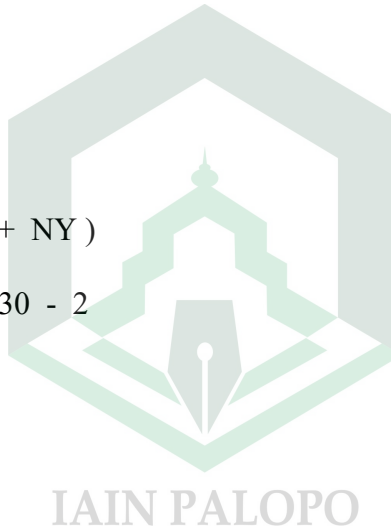
$$= \frac{0{,}96}{0{,}07}$$

$$= 13{,}7$$

Db = (NX + NY)

= 30 + 30 - 2

= 58

To = 4,2

Db = 32

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a. The Hypothesis Testing

Based presented in chapter I, the experiment was meant to answer question whether of using total physical response can improve the students listening skill. And whether it made any difference teaching by verbal explanation in enriching students listening skill, if there were some difference, the next question was whether or not difference was significant.

The first written make the alternative hypothesis (Ha) and the null hypothesis (Ho), as follows.

a. Ha : There is the difference of the mean that significance the students teaching through the total physical response method.

b. Ho: There is no difference of the mean that significance the students teaching through the total physical response method.

Furthermore, in order to know whether the difference is significance or not, the written give the interpretation toward to : df = (N1 +N2 – 2) = (17 +17 – 2) = 32.

After finding the to db we consult db to the V table by using Tt. Ts. 0,05 = 2,03 and Tt. Ts. 0,01 = 2,72.

Because we found the value of To was 2, 0,9, while the value of Tt. Ts. 0,05 = 2,03 and Tt. Ts. 0,01 = 2,72, so the value of To is bigger then the value of Tt. As follows: 2,03 < 2, 09 > 2,72.

It means that null hypothesis was rejected. Because there is the difference of the mean that significance the students teaching through the total physical response method, and the alternative hypothesis was accepted.

2. Descriptive analysis of observation checklist

a). The rate percentage of the students participation based observation checklist

Based observation during do treatment there were more students style and response when receive the total physical response method. Where the researcher will explain based five categories as follows:

Table 10

The rate percentage of the students participation

NO	Classification	TREATMENT							
		I		II		III		IV	
		Frequ Ency	Percen Tage	Frequ Ency	Percen Tage	Frequ ency	Percen Tege	Frequ ency	Percen tage
1	2	3	4	5	6	7	8	9	10
1.	Very Active	7	23,3	8	26,6	5	16,6	5	16,6
2.	Active	4	13,3	4	13,3	7	23,3	7	23,3
3.	Fairly Active	6	20	5	16,6	6	20	5	16,6
4.	Less	6	20	6	20	5	16, 6	8	26,6

	Active							
5.	Non Active	7	23,3	7	23,3	7	23,3	5	16,6
	Total	30	99,9	30	99,8	30	99,8	30	99,7

NO	Claficationssi	TREATMENT					
		V		VI		VII	
		frequency	Percentage	Frequency	Percentage	Frequency	Percentage
11	12	13	14	15	16	17	18
1	Very Active	5	16,6	7	23,3	5	16,6
2	Active	7	23,3	4	13,3	7	23,3
3	Fairly Active	5	16,6	6	20	6	20
4	Less Active	8	26,6	6	20	5	16,6
5	Non Avtive	5	16,6	7	23,3	7	23,3

Based on the table above it can see the categories students response it very variation, where in the firs meeting there were three students have very active categories and percentage was 23, 3, there were two students have active categories and percentage was 13, 3, and the seventh meeting there were fiveten students have very active categories and percentage was 50, there were nine students have active categories and percentage was 30, and there was one students have active categories and percentage was 3,33, So the students attitude during study by use this method is positive, because based the table above and by more meeting there was significance difference in students attitude in response during process treatment, there were many students more active then less active or non active.

3. The analysis of Questionnaire

Based questionnaire who have given to the students to be sample in the experimental class, and then the writer explain by use tabulation than every question able to know the students frequency in response every question.

Table 11

I am happy study English since at elementary

Response	Frequency	Percentage
Strong agree	19	63,3
Agree	8	26,6
Disagree	3	10
Very Disagree	-	-

The data above show that the students at SMP Muhammadiyah like study English, this case is proved by most students, 19 students (63, 3%%) who answer strongly agree, there were 8 students (26, 6%) that answer agree, and there were 3 students (10%) who answer agree.

Table 12

Table concerning in mastering four skill (speaking, reading, listening, writing) the first is have many vocabulary

Response	Frequency	Percentage
Strong Agree	13	43,3
Agree	6	20
Disagree	6	20
Very Disagree	5	16,6

The data above show that the students strongly agree when mastering four skill in English have to have many vocabulary, and this care is proved by most students, 13 students (43,3%)who answer strong agree, there were 6 students (20%)

who answer agree, there were six students (20%) that answer disagree, and there were

5 students (16,6%) who answer strongly disagree.

Table 13

Every day I use my free time to memorize vocabulary through synonym

Response	Frequency	Percentage
Strong agree	11	36,6
Agree	10	3,3
Disagree	9	30
Very Disagree	-	-

The data above show that the students attempt to improve their vocabulary

have different merhod, where were 11 students (36,6%) who answer strongly agree,

there were 10students (33,3%) who answer agree, there were 9 students (30%) who

answer disagree, and there was not students answer strongly disagree.

Table 14

In improving vocabulary students always collect synonym

Response	Frequency	Percentage
Strong agree	8	26,6
Agree	10	3,03

| Disagree | 9 | 3 |
| Very Disagree | 3 | 10 |

The data above show that the students in improving vocabulary they always collect synonym to their memorize, this case is proved by there were 8 students (26,6%) who answer strongly agree, there were 10 students (33,3%) who answer agree. There were 9 students (30%) answer disagree, and there were 3students (10%) who answer strongly disagree.

Table 15

In practice my vocabulary; I must more active than my teacher

Response	Frequency	Percentage
Strong agree	18	60
Agree	8	26,6
Disagree	4	13,3
Very Disagree	-	-

The data above show that the students to improve their vocabulary, they must more active than their teacher, this case is proved by students answer, where there were 18 students (60%) who answer strongly agree, there were 8 students (26,6%) who answer agree, and only 4 students (13,3%) who answer disagree.

Table 16

Table concerning the quantity of student's very influence the interaction between

students and teacher?

Response	Frequency	Percentage
Strong agree	16	53,3
Agree	6	20
Disagree	8	26,6
Very Disagree		

The data show that the students have kind response about their problem in improving vocabulary, this case is proved by students answer, where there were 16 students (53, 3%) who answer strongly agree, there were 6 students (20%) who answer agree, and there were 8 students (26, 6%) who answer very disagree.

Table 17

Table concerning by tell experience, I can improve my vocabulary

Response	Frequency	Percentage
Strong agree	13	43,3
Agree	9	30
Disagree	5	16,6
Very Disagree	3	10

The data above show that the students motivation in improve vocabulary is more improve , this case is proved by most of students answer strongly agree there were 13 students (43,3%) there were 9 students (30 %), who answer, there were 5 students (16, 6%) answer disagree, and there were 3 student (10%) who answer strongly disagree.

Table 18

In classroom study vocabulary is more focused to practice than theory

| Response	Frequency	Percentage
Strong Disagree	10	3,3
Agree	7	23,3
Disagree	11	36,6
Very Disagree	2	6,6

The data above show that the students response it have variation, this case is proved by students answer, where there were 10 students (33, 3%) who answer strongly agree, there were 7 students (23, 3%) who answer agree, there were 11 students (36, 6%) who answer disagree, and there were 2 students (6,6%)   who answer strongly disagree.

Table 19

Table concerning in improving vocabulary, students need method

Response	Frequency	Percentage

Strong Agree	17	56,6
Agree	8	26,6
Disagree	4	13,3

The data above show that the students attempt in improving their vocabulary always improve, this case is proved by the students response, where were 17 students (56,6%) who answer strongly agree, where there were 8 students (26,6%) who answer agree, and only 4 students (13, 3%) answer disagree

Table 20

Students English 2 times a week is not enough to improve my vocabulary

Response	Frequency	Percentage
Strong Agree	15	50
Agree	8	26,6
Disagree	5	16,6
Very Disagree	3	10

The data above show that the students response is very variation, this case is proved by the students answer, where there were 15 students (50%) who answer strongly agree, there were 8 students (26,6%) who answer agree, there were 5 students (16,6%) who answer disagree, and where there were 3 students (10%) who answer strongly disagree.

B. Discussion of the data Analysis

Based on the result of the data analysis above shows that synonym is able improve the students vocabulary. It can be seen on the table before where the mean

score of treatment class students, after giving treatment (used synonym) the mean score of students was 2,2, it mean that before giving treatment (used synonym) the highest score was 2,6, and the lowest score was 0,3. But after giving treatment the highest score was, 3,6, and the lowest score was 1,3.

Based the students response on the treatment every meeting and the students answer in the questionnaire it proved that the students attitude toward synonym is positive and the negative response is rejected it can see on the table observation checklist and table questionnaire. And it had proved that the students' vocabulary can improved and it can seen on the different before and after giving treatment. And by synonym students isn't difiiculty to look for vocabulary.
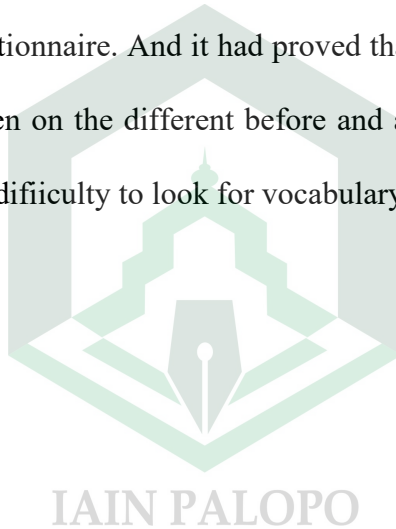
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on output during researcher research in SMPN 4 Palopo and explained in finding and discussion of the data analysis in the presented chapter IV, and on the result of data analysis and discussion of the result in the previous chapter the writer would to described the conclusion as follow:

1. The total physical response method is able to improve the students vocabulary and especially listening skill at seventh year of SMPN 4 Palopo

2. The total physical response method is able to improve the students practical in daily activities by use general common by their friends and classmates in school.

The result of mean score pre test is 2, 37 and mean score post test is 5, 34, the mean score post test is higher after teaching through the total physical response method, so through total physical response method in improving listening skill to the students is very good.

The students' attitude toward the total physical response method is positive it can see in the students' response during treatment and students answer in the questionnaire.

B. Suggestion

Based the research and the conclusion above the writer would like to present some suggestion to these all of reader, teacher, every body who want develop their English capability, and especially for the students of SMPN 4 Palopo, in order have good ability in mastering English and specific to the improve listening comprehension skill.

1. The capability of students in mastering English it depends by the students self, how to manage of time and study English not only in school but whenever and wherever, because English is a skill and a skill cannot mastering when we have not practice it.

2. In learning and teaching process, a teacher should be more vocabulary and always give their students guidance and motivation to study especially improve the students need in learning English and it able to get when the teacher able teach by use more method or technique, because even though the students have high motivation and than the teacher cannot defend and cover the students motivation by the teaching technique, so the students will be lazy to study English what else develop their English skill.

3. The students will be success when the students want try and study hard, because English is the important language in our life, so the students should have method that their like to develop language.

4. Language is the enjoy lesson, so we study language isn't because there is home work or the other but we study language by enjoy and we must to be the language is the habit, because there isn't skill that we can master when we not practice in our life.

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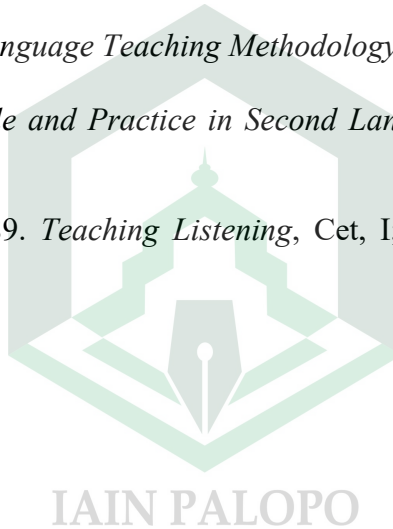
AUTOBIOGRAPHY OF WRITER

Jumarni was born in 21th January, 1988 in Karawak. He is the second child of two Brothers and one Sister. His Father's name is Sideng and his Mother's name is Imma.

He started to go to school at SD Karawak in 1994 and graduated in 2000, he finished his study at MTs Muhammadiyah Balebo in 2003 and he continued his study at Madrasah Aliyah Muhammadiyah (MA) Balebo and he graduated in 2006 he continued his study at Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo and taking English Department. She finished her study at Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo in 2010. And during in STAIN Palopo he active in Muhammadiyah Students Association (IMM) one of Organization in STAIN Palopo. By this organization he motivate himself to study and developing his skill.

In the end of his study at Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, he writes a thesis entitled " Presenting the Meaning of New Vocabulary Through Synonyms at the Students of SMP Muhammadiyah Palopo ".