



**ANALYSIS OF STUDENTS' SYNONYMS  
UNDERSTANDING AT GRADE VIII SMP  
NEGERI 5 SIPIROK**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidempuan  
as a Partial Fulfillment of the Requirement for the Degree of Graduate of  
Islamic Education (S.Pd.I) in English*

**WRITTEN BY :**

**SARA ELMIDA HARAHAHAP**  
Reg. No. 10 340 0105

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2015**



**ANALYSIS OF STUDENTS' SYNONYMS  
UNDERSTANDING AT GRADE VIII SMP  
NEGERI 5 SIPIROK**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirement for the Degree of Graduate of  
Islamic Education (S.Pd.I.) in English*

**Written by:**

**SARA ELMIDA HARAHAHAP**

**Reg. No. 10 340 0105**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2015**



**ANALYSIS OF STUDENTS' SYNONYMS  
UNDERSTANDING AT GRADE VIII SMP  
NEGERI 5 SIPIROK**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a partial fulfillment of the Requirement for the Degree of Graduate of  
Islamic Education (S.Pd.I.) in English*

**Written By:**

**SARA ELMIDA HARAHAHAP**  
**Reg.No. 10 340 0105**



**Advisor I**

  
**Dr. Mahmuddin Siregar, M. A.**  
**NIP. 19530104 198203 1 003**

**Advisor II**

  
**Fitri Ravani Siregar, M.Hum.**  
**NIP. 19820731 200912 2 004**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2015**



Padangsidimpuan, 12<sup>th</sup> February 2015

Term : Thesis

To:

a.n. Sara Elmida Harahap

Dean Tarbiyah and Teacher Training Faculty

Item : 7 (seven) exemplars

In -

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to SARA ELMIDA HARAHAHAP, entitled "**Analysis of students' synonyms understanding at grade VIII SMP Negeri 5 Sipirok**", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S. Pd. I) In English.

Therefore, we hoped that the thesis will soon be examined in front of the Thesis Examiner Team of English Department. Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

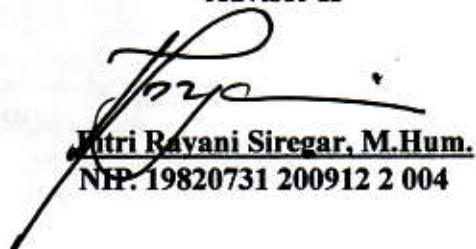
Wassalamu'alaikum Wr. Wb.

Advisor I



**Dr. Mahmuddin Siregar, M. A.**  
NIP. 19530104 198203 1 003

Advisor II



**Fitri Rayani Siregar, M.Hum.**  
NIP. 19820731 200912 2 004



## **DECLARATION LETTER OF WRITING OWN THESIS**

The name who signed here:

Name : SARA ELMIDA HARAHAAP  
Registration Number : 10 340 0105  
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI-3  
The Title of Thesis : **ANALYSIS OF STUDENTS' SYNONYM  
UNDERSTANDING AT GRADE VIII SMP  
NEGERI 5 SIPIROK**

I here by declare that I have arranged and wtitten the thesis by myself, without asking for illegal help from other except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14. Verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness decrading to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 12<sup>th</sup> February 2014

Declaration Maker,



**SARA ELMIDA HARAHAAP**  
**Reg. No.10 340 0105**

## **AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY**

---

As Academic Civity of The State Institute for Islamic Studies Padangsidempuan, the name who signed here:

Name : SARA ELMIDA HARAHAP  
Nim : 10 340 0105  
Faculty / Department : Tarbiyah and Teacher Training Faculty / TBI-3  
Kind : Thesis

To develop science and knowledge, I hereby declare that I present Islamic Studies Padangsidempuan **Non Exclusive Royalty Right** on my thesis with entitled :

**“Analysis of Students’ Synonyms Understanding at Grade VIII SMP Negeri 5 Sipirok”**

With all the sets of equipments ( if needed ). Based on the this non exclusive royalty right, The State Institute Islamic Studies Padangsidempuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Above all, thus statement is made trueheartedly to be used properly.

Made In Padang sidempuan  
Date 31<sup>st</sup> March 2015

Signed



**SARA ELMIDA HARAHAP**  
**Reg. No. 10 340 0105**

**EXAMINERS**  
**SCHOLAR MUNAQSYAH EXAMINATION**

Name : SARA ELMIDA HARAHAHAP

Reg. No : 10 340 0105

Thesis : ANALYSIS OF STUDENTS' SYNONYMS UNDERSTANDING  
AT GRADE VIII SMP NEGERI 5 SIPIROK

Chief

Anhar, M. Ag.

NIP. 19711214199803 1002

Secretary

Rayendriani

Rayendriani Fahmei Lubis, M. Ag.

NIP. 19710510 200003 2 001

Members

Anhar, M. Ag.

NIP. 19711214199803 1002

Rayendriani

Rayendriani Fahmei Lubis, M. Ag.

NIP. 19710510 200003 2 001

Yusni Sinaga, S. Pd. M. Hum.

NIP. 197007152005012010

Dr. Mahmuddin Siregar, M. A.

NIP. 19530104 198203 1 003

Proposed:

Place

: Padangsidempuan

Date

: February 18<sup>th</sup>, 2015

Time

: 02.00 WIB - finish

Result/ Mark

: 70, 62 (B)

Cumulative Achievement Index

: 3.28

Predicate

: Amat Baik





**RELIGION MINISTRY**  
**STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN**  
**TARBIYAH AND TEACHER TRAINING FACULTY**  
**Alamat: Jl. H.T. Rijal Nurdin KM. 4, 5 Sihitang Padangsidempuan**  
**Tlpn. (0634) 22080 Fax. (0634) 24022 Padangsidempuan 22733**

---

**LEGALIZATION**

**The Thesis with Title : ANALYSIS OF STUDENTS' SYNONYMS**  
**UNDERSTANDING AT GRADE VIII SMP NEGERI 5 SIPIROK**

**Name : SARA ELMIDA HARAHAH**

**Reg. No : 10 340 0105**

The thesis has been accepted as a partial fulfillment of requirement for degree of Graduate of  
Islamic Education (S.Pd.I) in English.

Padangsidempuan, 16 April, 2015

Dean Tarbiyah and Teacher Training Faculty



**Hj. Zulhimmah, S.Ag., M.Pd.**  
**NIP. 19720702 199703 2 003**

**Name : SARA ELMIDA HARAHAAP**  
**Reg. No : 10 340 0105**  
**Faculty : Tarbiyah dan Ilmu Keguruan**  
**Department : TadrisBahasaInggris (TBI-3)**  
**Title of Thesis : Analysis of Students' Synonyms Understanding at SMP Negeri 5 Sipirok**

### **ABSTRACT**

This study talked students' Synonyms understanding at SMP Negeri 5 Sipirok. The problem on the research was the students did not emphasize English vocabulary in their daily life. Actually their understanding synonyms was good but their implementation were lack because they just study English at School. Students Environmet and family all of them bataknese. Students understand about Synonym but they said it difficult to learnd. Media was well but could not improve them in Understanding Synonym.

The method research was done with descriptive and qualitative approach. Descriptive research involves collecting data in order to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research. The source of the data was teacher and students, there were 54 students at grade VIII SMP Negeri 5 Sipirok, consist of two classes, researcher taken 22 students from grade VIII<sup>1</sup>. Collecting data, the researcher used the instrument of the research such as obseravation, interview and test for the students about understing Synonyms. Data processed and analyzed with qualitative process.

Based on the result of research, researcher found that the students' synonyms understanding at grade VIII SMP Negeri 5 Sipirok was 41, 45 mean score into enough categories with kinds of Synonyms they are Noun and noun, verb and verb, adjective and adjective, then adverb and adverb was question for clarification.

## **ACKNOWLEDGEMENT**

بسم الله الرحمن الرحيم

### **In the name of Allah, the Beneficent and the Merciful**

Praise is to Allah lord of the world who has bestowed upon me in completing this thesis. Peace and blessing upon prophet Muhammad SAW, his families, his companies, and his followers. In writing this thesis, I was assisted by some people and institutions. Therefore, in this opportunity I would like to say thanks to them. In truth, this thesis can't be completed without a great deal of help from many people, they are:

1. Dr. H. Ibrahim Siregar, MCL., as the Rector of State Institute for Islamic Studies Padangsidempuan.
2. Mrs. Hj. Zulhimma, S.Ag, M.Pd., as the Dean of Tarbiyah and Teacher training faculty.
3. Mrs. Rayendriani Fahmei Lubis, M.Ag., as the Leader of English Education Department.
4. Dr. Mahmuddin Siregar, M. A, as the first advisor.
5. Fitri Rayani Siregar M. Hum, as the second advisor.
6. All lecturers and staffs in English Education Department who had give their valuable, advice, and cooperative.
7. Chief of IAIN Padangsidempuan Library (Yusri fahmi, S.Ag, M.Hum.,) and his staffs for their cooperative and permission to use many books of this library.



8. My beloved Parent (Mara Mulia harahap and Hotnida Gultom), my beloved brother (Agus Salim Harahap, Muhammad Hardian Harahap, and Hamid Harahap), who always give their materials, prays, motivation, and moral encouragement to finish my study.
9. My beloved friends Nur Baiti Aswaliyah, Rasmiannur, Anisa Hanun Hasibuan, Nur Adimah Nasution, Samrah Marlija Harahap, Sartika Pulungan, Herlinda Pohan, Rondani Batubara, Siti Aisyah, and especially all of TBI-3, TBI-2, and TBI-1 thanks for your help, patience and care to support to finish my study.
10. My beloved friends in my bedsitter in Ceria Kost Sihitang, Yesi Mandasari Siregar, Nur Aisah, Padila Musthapa Nasution, Nauli Hayati Nasution, Fitriani Siregar, that who always give me prayer, a smile every day and always support me when I'm down.
11. All my friends in IAIN Padangsidimpuan, good luck for you.
12. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 12<sup>th</sup> February 2015  
The Writer



**SARA ELMIDA HARAHAHAP**  
Reg. No. 10 340 0105

## TABLE OF CONTENTS

	Page
<b>PAGE OF TITLE</b>	
<b>ADVISOR’S LEGALIZATION PAGE</b>	
<b>ADVISOR’S DECLARATION PAGE</b>	
<b>DECLARATION LETTER OF WRITING OWN THESIS PAGE</b>	
<b>AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY PAGE</b>	
<b>MUNAQOSYAH EXAMINATION PAGE</b>	
<b>LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY</b>	
<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>iii</b>
<b>LIST OF TABLES .....</b>	<b>iv</b>
<b>LIST OF APPENDICES.....</b>	<b>v</b>
 <b>CHAPTER I: INTRODUCTION</b>	
A. The Background of the Problem.....	1
B. The Focus of the Problem .....	5
C. The Definition of Terminologies .....	5
D. The Formulation of the Problem.....	7
E. The aims of the Research .....	7
F. The Significances of the Research.....	8
G. The Outline of Thesis.....	8
 <b>CHAPTER II: THEORETICAL DESCRIPTION</b>	
A. The Theoretical Description .....	10
1. The Definition of Synonyms.....	10
a. The Kinds of Synonyms.....	14
1) Noun and noun.....	15
2) Verb and verb .....	16
3) Adjective and adjective.....	17
4) Adverb and adverb.....	18
2. The learning difficulties in understanding Synonym ...	20
3. The Important of Understandings Synonym.....	23
B. The Related Findings .....	24

### **CHAPTER III: RESEARCH METHODOLOGY**

A. The Place and Schedule of Research .....	26
B. The Kinds of the Research.....	26
C. The Participant of Data .....	27
D. The Technique of Collecting Data.....	27
1. Test .....	28
2. Interview .....	30
3. Observation .....	31
E. The Techniques of Processing and Data Analysis.....	32
F. The Techniques of Checking Data Trustworthiness .....	34

### **CHAPTER IV: RESULT OF THE RESEARCH**

A. The Finding .....	35
1. General Finding.....	35
2. Specific Finding .....	43
a. TheDescriptionof Students' synonyms Understanding at grade VIII SMP Negeri 5 Sipirok .....	35
1) Result of Test .....	36
b. Students' Difficulties in understanding Synonyms at grade VIII SMP Negeri 5 Sipirok .....	65
1)Result of Interview to the Teacher .....	66
2) Result of Interview to the students .....	66
c. Result of Observation.....	70
B. The Discussion .....	72
C. The Threats of the Research .....	73

### **CHAPTER V: CONCLUSIONS AND SUGGESTIONS**

A. The Conclusions .....	75
B. The Suggestions .....	75

### **REFERENCES**

### **CURRICULUM VITAE**

### **APPENDICES**



## LIST OF TABLES

Table I	The Indicator of the test.....	29
Table II	The Criteria of Score Interpretation .....	33
Table III	The Score of the Student .....	63
Table IV	The Criteria Score Interpretation .....	64
Table V	The Result of Students' Synonyms understanding at grade VIII SMP Negeri 5 Sipirok based on Synonym test .....	65
Table VI	The Students' Synonyms understanding at grade VIII SMP Negeri 5 Sipirok .....	69

## **LIST OF APPENDICES**

Appendix I	Observation guidance
Appendix II	List of Interview
Appendix III	Test, the question list of Synonyms
Appendix IV	Key Answer
Appendix V	Students' Answer Score
Appendix VI	Students' Score in understanding Synonyms at SMP N.5 Sipirok
Appendix VII	The Students' Picture When did the Test
Appendix VIII	The List Students' names at SMP N. 5 Sipirok
Appendix IX	The List Teachers' names at grade VIII SMP N. 5 Sipirok

**CHAPTER 1**  
**ANALYSIS OF STUDENTS' SYNONYMS UNDERSTANDING**  
**AT GRADE VIII SMP NEGERI 5 SIPIROK**

**A. The Background of the Problem**

Language is a tool of communication. Without language, people cannot communicate because language is very important for human life. However, language is used by people in their society to communicate each others. Meanwhile language is a system for the expression of the meaning reflected in the structure of the language as an instrument to express meaning. So, With language, people can understand meaning language easily. Then, it also useful to enable people to think it well.

Understanding is very important in human life especially students, Because if the students true in give the information or when do conversation so people will not false when receive the message. Many people say that when do the activity of conversation need not to see the word what is said, that needed just the people understand what is the aim of the coversation, but here is needed the understanding. So, people are not wrong when understand the word. Especially synonym, because if people understand the meaning of word by word of course it can enrich of person vocabulary, then if person has understood it, so that people can mastery the word easily.

Based on the explanation the researcher is interested to do the research about analyze the students in understanding synonym. Because Allah said in Holy Qur'an (Al-Qur'an suroh Ali-imran:59 –60 ).

الْحَقُّ ۖ فَيَكُونُ كُنْ لَهُ، قَالَ ثُمَّ تُرَابٍ مِّنْ خَلْقِهِ ۖ ءَادَمَ كَمَثَلِ اللَّهِ عِندَ عِيسَىٰ مَثَلًا ۚ  
الْمُمْتَرِينَ مِّنْ تَكُنْ فَلَا رَبَّكَ مِّنْ

Verily, The likeness of Isa before Allah is the likeness of Adam. He Created him from dust, then (He) said to him: “Be!” and he was. (This is) the truth from your Lord, so be not of those who doubt.<sup>1</sup>

Based on the verse of AL-Qur'an above can be known that the creator of Allah about something have sameness, and it is can be viewed for think to human in understanding the word which has the various meaning and it include in synonym which has the near of meaning. Students have four basic English skills, they are : speaking, listening, reading and writing. They are integrated skill and they cannot be separated each others. Actually, there are many students have difficulties to mastery the skill till students can not to use English completely. The difficulties of the students can be known from their unable to communicate then to give the information to a reader or group of readers in written language, and the reality about a topic that discuss.

---

<sup>1</sup>Muhammad Muhsin Khan & Muhammad Taqi-ud-Din al Hilali, *The Noble Qur'an*(Depok : Al - Huda, 2014), p.5.



Synonym is parts of word include in vocabulary. Synonym is word have the same meaning but different in writing. Synonym is a wide spread relation in the vocabulary of English, for which good evidence is provided by the many synonym dictionaries. So, synonym is a word or phrase with the same or nearly the same meaning as another in the same language example look and see, car and automobile, lazy and indolent, are synonym. Synonym has various meaning such as in Vocabulary included Noun, Verb, and Adjective, then Adverb. Synonym not just there in English learning but Indonesian also, and people do not understand about it, especially students who study at grade VIII SMP N. 5 Sipirok. The researcher has done observation at SMP N. 5 Sipirok by looking at list of students value from the result of test with given to the students with score 20, and found that the students difficult in understanding synonym of English in their daily life. The actual facts are revealed in the following illustration.

The first problem is caused of situation, where students do not study English outside of school such as course, where course is very important to improve learning process especially English. The second, students only study English at school and use primary book, so that students uninterest in study English, in learning process students not just need the book but also the various media or system of learning strategies is very important to improve learning students also, and it is very hoped by students. The third, environment and family students' also all of them Bataknese, other teacher and school. While, environment and family is the place to students for easy to study. Many students

have less vocabulary, as a result students do not know the meaning of word or sentence, and students can not reach the idea for what have been read or listened. Finally most of them say “English is difficult subject”, and it also can make the students lazy to learn.<sup>2</sup> According to the English teacher from interview of researcher with Miss Maslina S. Pd, and the teacher said the students lazy in learning English because it is second language. The media for improve learning process such as laboratory and library rarely used by students. It makes them cannot use English well, especially in understanding synonym.<sup>3</sup> So, based on the explanation above researcher is interested to analyze students’ synonyms understanding.

Accordingly, the problems above need to be solved in order to avoid flaws students as product of Education. A good teaching strategy make students understand and master the lesson like the other lesson which need the suitable various methods. So for increasing students in understanding synonym like sentence, because in a sentence many of word have the same meaning although different in writer, with sentence also students will think and develop the idea, of course it can enrich the students vocabulary. Based on the problems above, the researcher is interested to make the title about: **“Analysis of Students’ Synonyms Understanding at grade VIII SMP N. 5 Sipirok”**.

---

<sup>2</sup>Interview with Rahmad, Razab, and Jerni Siregar, *The Students of SMP N. 5 Sipirok*, Tapanuli Selatan, at 6<sup>th</sup> June 2014.

<sup>3</sup>Interview with Maslina S. Pd, *The Teacher of SMP N. 5 Sipirok*, Tapanuli Selatan, at 6<sup>th</sup> June 2014.

## **B. The Focus of the Problem.**

Based on the background of the problem, this research is dealing in understanding synonym in a sentence, and the sentence is used simple sentence with kinds of synonym such as : Noun and noun, Verb and verb, and Adjective and adjective, then Adverb and adverb because from all of kinds much of word included in synonym with have the same meaning although different in writing.

## **C. The Defenition of the Terminologies**

To be clearly the researcher wants to introduce the key terms, they are:

### **1. Analysis**

Analysis is talking about the truth of a fact with a certain object. It is written to expose the truth of the fact, the object to the reader. Analysis means study or examines in order to learn about something. According to Hornby, "The analysis is the study of something by examining its parts and their relationship".<sup>4</sup> From the definition above, it can be concluded that analysis is the study about something to find out the real situation.

### **2. Student**

Students is child who study in formal or informal situation with follow the program which is done. According to Hornby stated that the "student is a person is studying at school or college".<sup>5</sup> So based on defenition, the researcher concluded that the students is a person who learn on the grade

---

<sup>4</sup>AS. Hornby, *Oxford Advenced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 38.

<sup>5</sup>*Ibid.*, p. 1187.

in junior high school on the formal education institution, and the students in this research is a person who study at the grade VIII of SMP Negeri 5 Sipirok.

### 3. Understanding

Understanding is how the people know about statement (oral written). Understanding is the process how get something with true especially science, and the teacher must teach English with best understanding. Understanding is “the knowledge that somebody has about a particular subject or situation”.<sup>6</sup> So researcher concluded understanding is knowledge about subject and can apply in situation and this important for students, because students do the activity of learning every day.

### 4. Synonym

Synonym is part of vocabulary with has the meaning more than one. So, synonym is a word or phrase with the same or nearly the same meaning as another in the same language for example ‘night and evening’, ‘nice and pleasant’, and ‘nominate and select’, then ‘wholly and totally’ are synonym.<sup>7</sup> According to F. R Palmer look at possible synonyms there are at least five ways in which they can be seen to differ.

First, some sets of synonyms belong to different dialects of the language. For instance, the term *fall* is used in the United States and in

---

<sup>6</sup>*Ibid.*, p. 1469.

<sup>7</sup>Howard Jackson and Etienne Ze' Ampela, *Word Meaning and Vocabulary* (New York: Cassel, 2000), p. 92.



same western countries of Britain where others would use autumn. The works of dialectologists are full of examples like that.....

Secondly, there is a similar situation, but more problematic one, with the words that are used in different styles.....

Thirdly, some words may be said to differ only in their emotive or evaluative meanings.....

Fourthly, some words are collocationally restricted; they occur only in conjunction with other words.....

Fifthly, it is obviously the case that many words are close in meaning, or that their meanings overlap.<sup>8</sup> .....

Based on the explanation above, the researcher concluded that synonymy is

have various meanings with how to differentiate the word about Synonymy.

#### **D. The Formulation of the Problem**

The formulation of the problems of this research below:

1. To what extent of students' synonymy understanding at grade VIII SMP N 5 Sipirok?
2. What are students' difficulties in understanding Synonyms at grade VIII SMP N 5 Sipirok?

#### **E. The Aims of the Research**

The aims of the Research is:

1. To describe students' Synonyms understanding at grade VIII SMP N 5 Sipirok.
2. To know the students' difficulties in understanding Synonyms at grade VIII SMP N 5 Sipirok.

---

<sup>8</sup>F. R. Palmer, *Semantics* (New York Port Chester Melbourne Sydney: Cambridge University Press, 1971), p. 91.

## **F. The Significancess of the Research**

The researcher hopes this research can be useful for:

1. The students of SMP Negeri 5 Sipirok shall active in English learning process,memorize vocabulary especially synonyms.
2. Headmaster of SMP N 5 Sipirok to make a better concept with giving facilities in teaching English in the school.
3. The teachers of English at SMP N 5 Sipirok as a reference in teaching Vocabulary to the students in the future.
4. Next researchers who like to develop the research to this topic.

## **G. The Outline of the Thesis**

The systematic of this thesis are divided into five chapter, each chapter consist of many sub chapters detail as follow:

Chapter one discuss about Introduction consist of: The Background of the Problem, The Focus of the Problem, The Defenition of Key Term, The Formulation of the Problem, The Aims of the Research, and The Significancess of the Research.

Chapter two discuss about description theory consist of: The Definition of Synonym, The Definition of kinds of Synonym,The Defenition of the learning difficulties in understanding Synonyms,The Definition of the Important of understanding Synonym, and The Review of related findings.

Chapter three discuss about Research Methodology consist of: The place and schedule of the research, The Kinds of the Research, The participants of the data, The tehniue of collecting data, The Technique of processing and data analysis and Technique of checking Trusworthiness data..

Chapter four discuss about Result of the Research consist of: The description of the data, general findings and specific findings.

Chapter five discuss about Conclusions and Suggestions consist of: The Conclusions tell about conclusion the result of the research, and The Suggestions of the research that can improving and give motivation to head master, teacher, readers, especially the students in understanding about synonyms.

## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. The Description Theory

In conducting the research, some theories are needed to explain clearly some concept or terms applied in the research. The terms are below:

##### 1. The Definition of Synonym

Synonym is part of vocabulary which is used to improve the students in understanding the word so that easy to mastery and can apply in process of learning such as: reading, writing, listening, and speaking. The term of “Synonyms comes from a Greek word (sunonunon) meaning ‘having the same name’. It is used in Modern Semantics to refer to a relationship of ‘sameness of meaning’ that may hold between two words.”<sup>1</sup>From the explanation above researcher concluded the word hold between two words which have the same name with have the relation of same meaning is synonym, and According to F. R Palmer said the historical of Synonym that :

English is particularly rich in Synonyms from historical reason that its vocabulary has come from two different sources, from Anglo-Saxon on the one hand from French, Latin and Greek on the other. Since English is considered to be Germanic language from a historical point of view, with Anglo-Saxon as an earlier stage of its development, the Anglo-Saxon words are often considered to be native while those from French, Latin or Greek are foreign,

---

<sup>1</sup>Howard Jacson and Etienne ze Ampela, *Word Meaning and Vocabulary*(New York: Cassel, 2000 ),p. 125.



borrowed from these languages. But the terms native and foreign are misleading.<sup>2</sup>

From the explanation above can be concluded that the historical of synonym in vocabulary come from two different sources where the Anglo-Saxon words to be native and Greek to be Foreign. Then in translate the Synonym to the sentence hold to people which is translate the word. It just to develop the word, in the other hand, it enrich the mean of word it self. So, this case is very needed understanding of people where translate the sentence from a word to another word. While, “Synonym context frequently such synonym (worship and adore) are used for emphasis only, and can be translated by fervore, auts innigste aubeten, adorer each ferveur. Further, object synonym are coupled in a few set phrases such as ‘let and hindrance’ will and testamen.”<sup>3</sup> Then Synonym also said by Jayanti, “A word which has identical meaning is called a synonym”. A selected list of synonyms is given such as :

Able – capable

Able = it conveys a general idea

Example = I shall be able to help you when I got money

Capable

Capable = it conveys a particular idea

Example = She is capable of teaching English to young children<sup>4</sup>

---

<sup>2</sup> F. R Halmer, *Semantics* (New York Port Chester Melbourne Sydney: Cambridge University Press, 1971 ), p. 88.

<sup>3</sup> Newmark Peter, *A text book of Translation* (New York: Printice Hall, 1998 ), p. 219.

<sup>4</sup> Jayanti and Dakshin Murly, *Contemporary English Grammar* (New Delhi: Book Palace, 1998), p. 120.

The last Arief Budiman gives examples of Synonym are :

a. Arrange	plan	merencanakan
b. Ascen	rise	naik
c. Ask	request	memohon
d. Behold	see	melihat
e. Ask	Question	menanya
f. Belief	Confidence	keyakinan
g. Bike	bicycle	sepeda
h. Call	telephone	menelpon
i. Car	outhomobile	mobil <sup>5</sup>

Based on the explanation above, although synonyms have the same meaning, but the equation is only a semblance of meaning or less the same. So, even though the meaning is the same but still show differences, especially if associated with the use of the word in a sentence. The similarity in the synonymous word meaning is not absolutely a hundred percent, but still there is a difference. Difference in meaning can be seen by noting two things: the basic meaning with additional meaning and value of the taste, and researcher concluded that synonym there is in Vocabulary such as in Noun, Verb, and Adjective also. Following are examples of synonyms in part of each :

Examples of Noun included in Synonym:

a. Alley	=	coridor
b. air	=	atmosphere
c. alien	=	foreigner

---

<sup>5</sup>Arief Budiman and Chandra Agustin, *Kamus Sinonim-Antonim Inggris Indonesia* (Bandung: Pustaka Grapika, 2004), p.15-73.

- d. assumption = guess
- e. attendant = servant
- f. attitude = behaviour
- g. city = town
- h. clan = tribe
- i. company = business
- j. comparison = contrasting

Example of Verb included in Synonym.

- a. mean = intent
- b. Choose = Select
- c. Celebrate = honour
- d. aim = Purpose
- e. converge = concentrate
- f. master = expert
- g. Allow = Permit
- h. Show = demonstrate
- i. Forbid = prohibit
- j. Leave = abandon

Example of Adjective included in Synonyms :

- a. Calm = quiet
- b. Polite = courteous
- c. Expensive = dear

d. Just	=	fair
e. Pretty	=	beautiful
f. Old	=	ancient
g. Charitable	=	kind
h. Cheap	=	lowpriced
i. Chilly	=	cold
j. Angry	=	mad

Based on the explanation above researcher concluded that the synonym there in Noun, Verb, Adjective and Adverb also. But, as human or students often not conscious that the word is synonym. Then, synonym can enrich vocabulary in daily life. So, understanding is needed in order to develop vocabulary.

#### a. The Kinds of synonyms

Synonym are words which have approximately the same meaning and may therefore be used in place of other words. Synonym of the word scatter, for example, are spread, sow, sprinkle, disseminate, and strew. Synonym can improve vocabulary and enlarge the word. So, There are many kinds of synonyms, they are:<sup>6</sup>

---

<sup>6</sup>Soedjito, *Sinonim*(Bandung: C.V.Sinar Baru Bandung, 1989), p.5-6.



### 1) Noun and noun

Noun is used to identify a person or thing. The word thing used to mean anything that people can think of.<sup>7</sup>In other words, a noun is used as a subject or an object.<sup>8</sup>Example of noun such as writer, house, and world. Noun also used as the object of a preposition.<sup>9</sup> Noun can improve the synonym in vocabulary and can enlarge from one noun to another noun.

The following examples about noun and noun in synonym:

Consitution	Law
	Regulation
	Controversy
	Quarrel
	Dispute
	Argument
Alarm	danger signal
	Siren
	gong

---

<sup>7</sup>Wren and Martin, *High English Grammar and Composition*(London: hundred and Twenty Seventh Edition, 1990), p. 5.

<sup>8</sup>Betty Schramper Azar, *Understanding and Using English Grammar*(U.S: Prentice Hall Regents, 1989), p. 263.

<sup>9</sup>Betty Schamper Azar and Stacy A. Hagen, *Basic English Grammar*(Pearson longman, 2006), p. 158.

The concluding from explanation above noun is used to indicate person, place, thing subject and object, and noun is subject or object in a sentence. Noun and noun in kinds of synonym can enrich vocabulary and it also can develop from one word to another word, so it can be various word and meaning.

## 2) Verb and verb

Verb is used to describe about daily activities. Verb “is used after a subject, or before an object or complement”.<sup>10</sup> In other hand a verb is “described as a word which is used to indicate an action, a state of being of existence or possession”.<sup>11</sup> For example: wash, watch, run, and study. Verb is vocabulary which often is used or met in social life.

The following example Verb and verb in Synonym :

Check	Test
	Examine
	Restrain
	Control
Cheat	Swindle
	Trick
	Device
	Dupe

---

<sup>10</sup>Marcella Frank, *Modern English a Practical References Guide*(New York: Prentice-Hall,1972), p. 52.

<sup>11</sup>Jayanthi Dakshina Murthy, *Op. Cit.*, p. 86.

Fool

Beguile

The concluding from explanation above verb is used to indicate an action. Verb and verb in kinds of synonym also develop the vocabulary so it can to enrich the meaning and the words.

### 3) Adjective and adjective

Adjective is a word that describe about something. Adjective also a word is used with a noun to describe or pint out, the person, animal, place or thing which the noun names, or to tell the number or quantity, is called adjective.<sup>12</sup>Example of synonym such as lazy, small, and slow. In addition adjective is a word used to express the quality, quantity, number and to point out the person or thing. It modifies before the noun. An adjective's function is to answer one of these questions about a noun like: which one, what kind, how many, and whose.<sup>13</sup> Adjective fall into two categories : descriptive and limiting . Descriptive adjective are those which describe the color, size, or quality of a person or thing (noun or pronoun). Limiting adjectives place restrictions on the word the modify (quantity, distance,

---

<sup>12</sup>Wren and Martin, *Op. Cit.*, p.19.

<sup>13</sup>Sharon Sorenson, *Webster's New World: Student Writing Handbook*(United State Wiley: Publishing, Inc, 2010), p.409.

possession, etc).<sup>14</sup> In kinds of synonym about Adjective and adjective which is improve synonym in vocabulary and have the various word and meaning. The following example about synonym in Adjective and adjective:

Effecient	able
	Capable
	Useful
	Apt
	Skilled
	Skillfull
	Clever
	Talented
	Effective
Eligible	worthy
	Fit
	suitable

The concluding from explanation above adjective is used to express number, quantity and quality, and to express person or thing. The words about synonym which is included in adjective and adjective in kinds of synonym.

---

<sup>14</sup>Michael A . Pyle and Mary Ellen Munuz, *Cliffs Test of English as a Foreign Language Preparation Guided* (Delhi:Wiley dreamlech, 1995), p. 134.

#### 4) Adverb and adverb

Adverb is part of speech. Adverb is support the sentence in order to complete sentence. Adverb is used to modify verbs, adjectives, and used to express time or frequency.<sup>15</sup> Adverb modify verbs (except linking verb), adjectives, or others adverbs. Many descriptive can be changed to adverbs by adding *-ly* to the adjective base. Example bright-brightly, careful-carefully, quiet-quietly.<sup>16</sup> Adverbs' function is to answer the following questions about verb, adjectives or another adverbs like: where, when, how and to what extend.<sup>17</sup> For example: while, among, again. The following synonym in adverb and adverb:

Favourably	satisfactory
	Competently
	Adequately
Wholly	entirely
	Totally
	Completely.

The concluding from explanation above adverb is used to modifies the meaning of a verb, an adjective or another adverb. So, in

---

<sup>15</sup>Betty Schramper Azar, *Understanding and Using English Grammar Third Edition*(Washington: Longman, 2002), p. 4.

<sup>16</sup>Michael A. Pyle and Mary Ellen, *Op. Cit.*,p. 134-135.

<sup>17</sup>Betty Schramper Azar, *Op. Cit.*, p. 408.

adverb the understanding is needed because the position which can modify a verb, an adjective or another adverb. Especially synonym.

## 2. The Learning Difficulties in understanding synonyms.

### a. Learning difficulties.

Learning is process where a student to realize changeable from one condition to another condition, it certain with be programmed, be contolled, and be managed. Problem which is realized by students in Education phsycology is said whit learning difficulties. According to Abu Ahmadi and Widodo, the factors that cause learning diffuculties classified into 4 categories.<sup>18</sup>

- 1) *Dilihat dari jenis kesulitan belajar.* (Could be seen from kinds the learning difficulties)
  - a) *Ada yang berat.* (There is heavy)
  - b) *Ada yang sedang.* (There is exactly)
- 2) *Dilihat dari bidang studi yang dipelajari:* (could be seen from the lesson which is learned)
  - a) *Ada yang sebagian bidang studi dan.* (There is part of lesson and)
  - b) *Ada yang keseluruhan bidang studi.* (there is all of lesson)
- 3) *Dilihat dari sifat kesulitannya:* (Could be seen from difficulties of property).
  - a) *Ada yang Sipatnya hanya permanen/ menetap dan* (There is property just calculable and).
  - b) *Ada yang sipatnya hanya sementara.* (There is property just temporary).
- 4) *Dilihat dari segi faktor penetapannya:* (Could be seen from the improvement factor).

---

<sup>18</sup>Mardianto, *Psikologi Pendidikan* (Medan: Perdana Publishing, 2012), p. 190.

- a) *Ada yang karena faktor intelegensi.* (There is caused of the factor intelligence)
- b) *Ada yang karena faktor non intelegensi.* (There is caused of the factor non intelligence).

In big line the factors will be caused to appear in learning difficulties according to Muhibbin Syah said that there are two kinds :<sup>19</sup>

- 1) *Faktor intern siswa, yakni hal- hal atau keadann yang muncul dari dalam diri siswa sendiri.* (Internal factor, factor from withn the student itself).
- 2) *Faktor ekstern siswa, yakni hal- hal atau keadaan yang datang dan muncul dari luar siswa.* (External factor, factor outside the student).

Based on the explanation above, researcher concluded that the factor of learning difficulties there are come from internal factor which included phsycological factor included physical weakness, the processing of receving the lesson, then IQ can be the cause of the problem in learning difficulties like talent, interest, motivation, then mental health conditions of students, and also type of students learning, while from external factor included social factor with relathionship students' parent and non social factor are school, learning condition, medias and facilities. Then, difficulties in learning related with understanding synonyms.

b. The difficulties in understanding Synonym.

Synonym is important but difficult for language learners to grasp.

So, to find that learning two synonyms at one time is more difficult than

---

<sup>19</sup>*Ibid.*, p. 191.

learning two unrelated words, and synonym has been listed as one of several factors that can make words more difficult to learn. It is understandable. Moreover, in the classroom, teachers and learners might be more motivated to teach and learn words that convey new information rather than teaching and learning forms that convey information similar to what learners already know. The similarity between synonyms, however, may make learning the synonyms of known words easier than learning words without known synonyms. Overlap in collocation, syntagmatic and paradigmatic associations, grammatical functions, and meaning and form between synonyms may help to facilitate vocabulary acquisition. The present study was designed to determine whether learning synonyms for known second-language words is easier than learning non-synonyms. The reason for this was not to advocate the teaching of synonyms but rather to improve our understanding of the vocabulary acquisition process. If words with known synonyms are learned more easily than words without known synonyms, learning new words would become easier as a learner's vocabulary size increases because more and more words are likely to have known synonyms. Vocabulary difficulty would thus be affected by the amount of prior learning. Learners with larger vocabularies would be able to learn words more easily than learners with smaller vocabularies because increased vocabulary knowledge would



help to facilitate learning. Two reasons that synonyms may be more difficult to learn or understand than other words.

*The First*, learners often make mistakes using synonyms because some of them may be substituted effectively in some contexts but not in others. For example, *strong* and *powerful* have similar meanings, but usually tea is only *strong*, and engines may be *powerful* but are rarely *strong*. This is an important point and demonstrates that some synonyms might be more difficult to learn than others because synonyms with similar meanings do not always have the same collocates. Certainly, some words such as *good* and *nice* are synonymous in many contexts, while others such as *powerful* and *strong* are synonymous to a lesser degree.

*The second* reason she gave is that less advanced learners are unlikely to try to learn words with similar meanings when they have a greater need to learn unknown meanings. Learning words with known synonyms may be easier than learning words without known synonyms because learners may be able to transfer their knowledge of syntax and collocation from known synonyms to less frequent synonyms.<sup>20</sup>

Based on explanation above researcher concluded, that the reason synonyms difficult to understand because syntactic, paradigmatic, association, and grammatical function. Then students more like to learn unknown meanings than similar meanings.

### 3. The Important of Understanding Synonym

Synonym is part of Vocabulary which has the near of mean, and it is can enrich the vocabulary of student, if it is developed so the students will easily in developing the four skills of English such as ; Speaking , writing, reading, and listening. In the same manner as in teaching

---

<sup>20</sup> Higa, "The effect of synonym on second language vocabulary learning in a foreign language", Volume. 19, no. 2, October 2007, (<http://nflr.hawaii.edu/rfl>, acced 10 december 2014. 09. 30 a. m.)

vocabulary, where in kinds of vocabulary according to Charles C. Fries classified the content word into:

- a. Word for things represent sets of phenomena that seem to endure with some stability (nouns).
- b. Word for actions represents sets of phenomena that seem to change or be in process (verbs).
- c. Word for qualities : the content words and the precise meanings shift various “ things” to which the “quality “ word is attached as a “modifier” (adjectives and adverbs).<sup>21</sup>

Based on the explanation above researcher concluded the kinds of vocabulary is said by Charles C. Fries included in synonym, because synonym is part of word, and that words are Noun, Verb , and Adjective, then Adverb.

## **B. The Review of Related Finding**

In conducting this research, researcher has previous research. These related findings discuss about Synonym where discuss about vocabulary mastery also. This research related to Wirda Halwi's *“Improving Grade V Students' Vocabulary Mastery Using Antonym and Synonym at SD Negeri 116254 Rantojior”*. The Concluding of her research, the grade V at SD Negeri 116254 Rantojior was the total in mastery vocabulary are researcher was analyzed that mean score of student in cycle I was 48.21 and from 30 items, it means that the students did not get English minimum score yet. But in cycle II, it can be seen

---

<sup>21</sup>Harles C. Fries, *Teaching and Learning as A Foreign Language* (Ann Arbor: University of Michigan Press, 1995), p. 47.

that the mean score increase 56. 50. The increasing score from 48. 21 to 56. 50 was 8. 29, “t” calculate was – 22.5 with 45 degree freedom.<sup>22</sup> Based on the result on the student in cycle, the hypothesis of research was accept, and from this research researcher interests to analyze students’ synonym understanding at grade VIII SMP Negeri 5 Sipirok.

---

<sup>22</sup>Wirda Halwi, “*Improving Grade V Students’ Vocabulary Mastery Using Antonym and Synonym at SD Negeri 116254 Rantojior*” (A Thesis, STAIN Padangsidimpuan, 2011), p. 47.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Place and Schedule of the Research**

This research was conducted at SMP Negeri 5 Sipirok, it was located at Desa Situmba Kec. Sipirok Kab. Tapanuli Selatan Prov. Sumatera Utara. This research was done from May up to 10 November 2014.

#### **B. The Kinds of the Research**

This research used qualitative approach. L. R. Gay and Peter Airasian stated “qualitative approach is based on the collection and analysis of nonnumeric data such as: observations, interviews, and other more discursive sources of information”.<sup>1</sup> Then “Descriptive research was involved collecting data in order to test hypotheses or to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research”.<sup>2</sup> Based on the method, this research used descriptive method

Based on the statements above, descriptive research that means to analyze or make a sense perception (descriptive) about situation or events. It is used to describe how to know students’ understanding at grade VIII SMP Negeri 5 Sipirok.

---

<sup>1</sup>L. R. Gay & Peter Airasian, *Educational Research Competence for Analysis and Application* (USA: Prentice Hall, 2000), p. 8.

<sup>2</sup>*Ibid.*, p. 315.

### **C. The Participants of the Data**

The participant of data this research consist of :

The participants of this research are students at grade VIII SMP Negeri 5 Sipirok with total 54 students, and consist of two classes, then researcher taken 24 students from grade VIII<sup>1</sup>. Another participant is an English Teacher of SMP NEGERI 5 SIPIROK. The researcher asks the teacher as collaborator in this research. It's meant that the teacher and the researcher collaborate to do teaching learning process by explain Synonyms with applying kinds of Synonyms about noun and noun, verb and verb, adjective and adjective then adverb and adverb.

### **D. The Technique of Collecting the Data.**

The key instrument of this research was the researcher self. The researcher was taken the data by the students and the English teacher and to collected the valid data. Based on the participants, for the primary data the researcher used the test, and interview was an instrument for collecting the data, this research used the qualitative research. L. R. Gay stated: "Qualitative research sometimes combines qualitative (e.g. observation) and quantitative (e.g. test scores) data in studies, resulting in the need for statistical analysis".<sup>3</sup> Based of statement above, the researcher choosed the instrument of collecting data in this research. There were:

---

<sup>3</sup>*Ibid.*, p. 109.

### 1) Test

Test was question and tools which is used to measure skills, knowledge, and intelligences. Test is some question to get information that pointed understanding vocabulary.<sup>4</sup> Suharsimi Arikunto stated that: “Test is the instrument which the instrument is arranged with especially because the test is used the measure of something important and certain”.<sup>5</sup> Appropriate with the instrument of this research, the researcher want to know of the students’ synonyms understanding at grade VIII SMP Negeri 5 Sipirok. In this research, researcher gave test about synonym. To describe students’ synonyms understanding and how was result the students’ synonyms understanding case noun and noun with 6 questions, verb and verb with 6 question, adjective and adjective 7 question, then adverb and adverb 6 questions in simple sentence, the researcher gave question to the students in form multiple choice in in simple sentence, it was twenty five questions. Every questions have scores 4, so the total score was 100.

---

<sup>4</sup>*Ibid.*, p. 219.

<sup>5</sup> Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: PT. Rineka Cipta, 2003), p. 223.

**Table I**  
**The Indicators of the Test**

No	Indicators	Subject of Indicators	No Item	item	Score of each item	Sum
	Synonyms	Noun and noun	1, 5, 7, 9, 11, 19	6	4	24
		Verb and verb	2, 10, 13, 20, 22, 25	6		24
		Adjective and adjective	3, 4, 6, 8, 12, 16, 17	7		28
		Adverb and adverb	14, 15, 18, 21, 23, 24	6		24
		Total				25

The techniques for collecting data with the test as follow:

- a. Preparing the test
- b. Giving written test to all of students according the participants stated, and gave the test with underlying the word with correctly.
- c. Determining the time of doing the test.
- d. Giving chance or time for students to something left or not clear in doing the test.
- e. The researcher would ask the students to did the test and the researcher looked after the students during the test time.

f. After students finished answering the test, then the researcher would collect their answer to be analyzed.

## 2) Interview

Interview was a tool for collecting the data which needed by the researcher to conduct face-to-face. Interview is one of the elements that is very important in qualitative research. Interview is “a purposeful interaction usually between two persons”.<sup>6</sup> Then there are kinds of interview which are stated by John W. Creswell and it is chosen by the researcher as follows: “Interview of the research can be conducted face-to-face, interview participants by telephone, or engaged in focus group interviews with six to eight interviews in each group”. Interview is the form of communication, art of questions and listening.<sup>7</sup> The researcher had used the interview with face-to-face to know the condition of the students and also to know the students’ understanding. There were two data that have been taken from the interview: the students’ understanding, they were: interview with the teacher and with the students. The questions were appropriate with the list of interview. Interview had been done to get data about the students’ difficulties in understanding synonyms at SMP Negeri 5 Sipirok. Interview had been given for the teacher and students, the list of interview for the teacher was: did the teacher from the English Department?, did the teacher have got the educational notion

---

<sup>6</sup>L.R. Gay & Peter Airasian, *Op.Cit.*, p. 219.

<sup>7</sup>Norman K. Denzin & Yvonna S. Lincoln, *Hand Book of Qualitative Research* (Yogyakarta: Pustaka Pelajar, 2009), p. 495.



Certification?, how long the teacher have been taught English?, the medias was used in teaching English especially Synonym, did the medias help the students in understanding about English especially Synonyms?, were there the students in SMP Negeri 5 Sipirok course for English in school or out the school, the kinds of book are used in teaching vocabulary especially Synonym, then the list interview for students were where the students learn English?, did the students ever learn English with course or did the School has the place for course?, the situation and feel of learning English, what the students knew about Synonym?, the understanding about Synonym, the difficulties and problems and effort to overcome in understanding Synonyms, then English Teacher, the model of teaching English were hoped by students, last medias of learning English.

### 3) Observation

Other interview and test observation also included of instrument of the data which is needed of researcher while do the research. Observation is the tehnik with look the case about class, place, subject, activity and time of person or student. L. R & Gay stated that “ Observation is a technique of collecting the data to gain insight on understanding the natural environment as lived the participants”.<sup>8</sup> And Ahmad Nizar Rangkuti stated that “ *Observasi adalah suatu teknik pengumpulan yang mengharuskan peneliti turun ke lapangan mengamati hal-hal yang berkaitan dengan ruang, tempat,*

---

<sup>8</sup>L. R. Gay & Airasian, *Loc. Cit.*

*pelaku, kegiatan, waktu, peristiwa, tujuan dan perasaan*".<sup>9</sup>So, to complete the data of research, researcher took an observasion. Observation was which the researcher took field notes on the behavior and activities of individuals at the research site, in this research the researcher had observed about all aspects in SMP Negeri 5 Sipirok which has be a relationsip to the process of increasing students' synonyms understanding include learning processs.

#### **E. The Technique of Processing and Data Analysis**

The technique of analysis of this research use some steps as follow:<sup>10</sup>

After collecting data, the researcher analyzes the data by using some steps to analyze the students' ability in preposition, they are:

1. Editing of data, it was done to arrange the data to be structured sentence systematically.
2. Reduction of the data, it was done to look for the uncompleted data and put the unnecessary side data.
3. Tabulation of the data,it was done to account and give scores to participants' answer through test and take on the table that consist alternative answers, frequency and percentage. To obtain the percentage of the students' answer, it takes on the table by using the formula:<sup>11</sup>

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

Explanation: F: Frequency

N: Sum of the Students

P: Percentage

---

<sup>9</sup>Ahmad Nizar Rangkuti,*Metode Penelitian Pendidikan* (Unpublished Book) (Gading: Padangsidempuan, 2013), p. 89.

<sup>10</sup> Iskandar, *Penelitian Kualitatif* (Jambi: GP Press, 2000), p. 139 – 142.

<sup>11</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*(Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

4. Description of the data, it is done to describe or interpreted data that have been collected systematically.
5. Taking conclusion, it is done to conclude the discussion solidly and briefly.

After calculating and scoring the students' test, then the students' score are consulted into the classification quality on the table below:<sup>12</sup>

**Table II**  
**The criteria of score interpretation**

No	Interval	Predicate
1	0% - 20%	Very weak
2	21% - 40%	Weak
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very good

After the researcher found mean scores of all students, it is consulted the criteria as follows:

- a. If the value of mean score is 81 – 100, it can be categorized into Very high.
- b. If the value of mean score is 61 - 80, it can be categorized into High
- c. If the value of mean score is 41 – 60, it can be categorized into Enough.
- d. If the value of mean score is 21 – 40, it can be categorized into Low.
- e. If the value of mean score is 0 – 20, it can be categorized into Very low.

---

<sup>12</sup>Riduan, *Belajar Mudah Penelitian untuk Guru – Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

## F. The Techniques of Checking Data Trustworthiness

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data. There were nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:<sup>13</sup>

- a. The extension of participation is the extension not only done at the short time, but need the long time.
- b. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
- c. Trigulasi is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison of the data.
- d. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.
- e. Analyze the negative case is the research collects the example an appropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
- f. The adequate and referential are the tools of them, with using the free time to compare the result of the research with critics are collected.
- g. Checking the member is the most important in checking credibility.
- h. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
- i. Auditing used to check the truth and certainly of data, this point that done well to the process of result and extent.

But the researcher taken number eight was the detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.

---

<sup>13</sup> Lexy J Moleong, *Metode Penelitian Kualitative*(Bandung: Remaja Rosdakarya, 2009), p. 175.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. The Findings**

##### **1. General Findings**

As a general result of the thesis, researcher would describe the location and setting of the research. The place of the research was conducted at SMP Negeri 5 Sipirok in 2013/2014 academic year, which the complete address was at Desa Situmba Distric. Sipirok Regency. Tapanuli Selatan Province. Nort Sumatera. This school was on 20.000 meter square. This research was done at SMP Negeri 5 Sipirok.

##### **2. Specific Findings**

###### **a. The Description of Students' Synonyms Understanding at grade VIII SMP Negeri 5 Sipirok.**

One of the aims of the research is to describe the students' synonyms understanding at grade VIII SMP Negeri 5 Sipirok and the instrument is used to get the data is test. The researcher makes test to the students. This research was consisted of the answer for formulations of the problem that was discussed in the chapter one. They were some realities in the field that were found by the researcher. So, the researcher described them as follow: So, based on result of test here is the description of students' synonyms understanding with the following explanation:

### 1) The Result of the Test

Based on the result of the test researcher has given the test to students. In this cases, the students were not seriously to answer the questions about Synonym understanding. The description scores of students in understanding synonym case in simple sentence with kinds of Synonyms were Noun and noun, Verb and verb, Adjective and adjective, then Adverb and adverb could seen as explanation below. Based on the result of the test given to participants, it can be seen that the score of respondents between 0 up to 100. It means that the highest score gotten by respondent was 100 and the lowest score was 0. The description scores of grade VIII SMP Negeri 5 Sipirok in Synonyms understanding can be seen as below:

#### a) Students' Synonyms understanding about Noun and noun

In this part about material of test, researcher has given multiple choice test. The students ordered to choose suitable synonyms about vocabulary which is included in noun and noun case in simple sentence with choose the answer from the underline word. Test consist of 6 questions, with number item 1, 5, 7, 9, 11, 19, with 22 amount of students. Every question give 4 score and for noun and noun the total score was 24. So, The question and the answer were:

1. It is **night**! What the synonym for underline word ?
  - a. Day
  - b. Morning
  - c. *Evening*
  - d. Afternoon
  
5. What the synonym for underline word ?it is a **house**.
  - a. Hawker
  - b. **Home**
  - c. Plane
  - d. Class
  
- 7.We go to school by **car**.The Synonym for underline word is?
  - a. Skinny
  - b. **Automobile**
  - c. Thin
  - d. Cycle
  
9. The **world** is like ball.The synonym for underline word is?
  - a. Walk
  - b. *Earth*
  - c. Sprint
  - d. Road

11. We live in the city. The Synonym for underline word is?

- a. Lift
- b. Shove
- c. ***Town***
- d. Road

19. What the Synonym for underline word? Andi likes

enjoyment.

- a. Fed up
- b. Boredom
- c. Tedium
- d. ***Recreation***

Based on the explanation above can be known, that the result of test about noun and noun, can be known with the following explanation.

The first was AR. He did not choose suitable synonym for underline word for question number 1, 5, 9, 11, 19, meanwhile for question number 7 he choosed correct answer. So, he got 4 score for noun and noun.

The second was AB. He did not choose suitable synonym for underline word for question number 5, 7, 9, 19, meanwhile for question number 1 and 11 he choosed correct answer. So, he got 8 score for noun and noun.



The third was BH. He did not choose suitable synonym for underline word for question number 1, 5, 7, 9, 11, 19, So, he did not get score for noun and noun.

The fourth was GP. She did not choose suitable synonym for underline word for question number 5, 7, 9, 11, 19, meanwhile for question number 1 she choosed correct answer. So, she got 4 score for noun and noun.

The fifth was HF. He did not choose suitable synonym for underline word for question number 1, 7, 9, 11, 19, meanwhile for question number 5 he choosed correct answer. So, he got 4 score for noun and noun.

The sixth was IH. He choosed suitable synonym for underline word for question number 1, 5, 7, 9, 11, 19, So, he got 24 score for noun and noun.

The seventh was JS. She did not choose suitable synonym for underline word for question number 1, 7, 9, 11, 19, meanwhile for question number 5 she choosed correct answer. So, she got 4 score for noun and noun.

The eight was MS. She did not choose suitable synonym for underline word for question number 1, 7, 9, 11, 19, meanwhile for question number 5 she choosed correct answer. So, he got 4 score for noun and noun.

The ninth was MP. She did not choose suitable synonym for underline word for question number 1, 7, 9, 11, 19, meanwhile for question number 5 she choosed correct answer. So, she got 4 score for noun and noun.

The tenth was MS. She did not choose suitable synonym for underline word for question number 1, 7, 19, meanwhile for question number 5, 9, 11 she choosed correct answer. So, she got 12score for noun and noun.

The eleventh was MA. He did not choose suitable synonym for underline word for question number 1, 7, 9, 11, 19, meanwhile for question number 5 he choosed correct answer. So, he got 4 score for noun and noun.

The twelfth was NK. He did not choose suitable synonym for underline word for question number 1, 5, 7, 9, 19, meanwhile for question number 11 he choosed correct answer. So, he got 4 score for noun and noun.

The thirteenth was NE. She did not choose suitable synonym for underline word for question number 1, 7,11, 19, meanwhile for question number 5 and 9 she choosed correct answer. So, she got 8 score for noun and noun.

The fourteenth was PS. She did not choose suitable synonym for underline word for question number 1, 7, 9, 11, meanwhile for

question number 5 and 19 she choosed correct answer. So, she got 8 score for noun and noun.

The fifteenth was PH. He did not choose suitable synonym for underline word for question number 1, 5, 7, 9, 11, 19. So, he did not get score for noun and noun.

The sixteenth was RS. He did not choose suitable synonym for underline word for question number 1, 7, 11, 19, meanwhile for question number 5 and 9 he choosed correct answer. So, he got 8 score for noun and noun.

The seventeenth was R. He did not choose suitable synonym for underline word for question number 11, meanwhile for question number 1, 5, 7, 9, 19, he choosed correct answer. So, he got 20 score for noun and noun.

The eighteenth was RP. He did not choose suitable synonym for underline word for question number 1, 5, 7, 9, 19. Meanwhile for question number 11 he choosed correct answer. So, he got 4 score for noun and noun.

The nineteenth was S. She did not choose suitable synonym for underline word for question number 7, 9, 11, 19, meanwhile for question number 1 and 5 she choosed correct answer. So, she got 8 score for noun and noun.

The twenty was SH. He did not choose suitable synonym for underline word for question number 1, 5, 9, 11, 19, meanwhile for question number 7 he choosed correct answer. So, he got 4 score for noun and noun.

The twenty first was SP. He choosed suitable synonym for underline word for question number 1, 5, 7, 9, 11, 19. So, he got 24 score for noun and noun.

The twenty second was WBD. He did not choose suitable synonym for underline word for question number 1, 5, 9, 11, meanwhile for question number 7 and 19 he choosed correct answer. So, he got 8 score for noun and noun.

Based on the explanation above, the researcher described all of the students' synonyms understanding about noun and noun can be known with score 18800. The total score students' synonyms understanding about noun and noun was 188 time 100 percent divided to 22 students and the result was 854, 54%.

b) Students' Synonyms understanding about Verb and verb

In this part about material of test, rearcher has given multiple choice test. Students ordered to choose suitable synonyms about vocabulary which is included in verb and verb case in simple sentence, with choose the answer from the underline word. Test consist of 6 question, with number item 2, 10, 13, 20, 22, 25. Every

questiont give 4 score and for verb and verb the total score was 24, with 22 amount of students. So, The question and the answer were:

2. We like butterfly. The synonym for underline word is?
  - a. Coward
  - b. Brave
  - c. *Love*
  - d. Hate
  
10. What the Synonym for underline word? they talk with grandfather.
  - a. Dumb
  - b. *Speak*
  - c. Conversation
  - d. Go
  
13. What the synonym for underline word? Close your book!
  - a. Wrap
  - b. *Shut*
  - c. Open
  - d. Walk
  
20. Anita, ayu and fitri eat the delicious meal.What the Synonym for underline word?
  - a. *Consume*

- b. Flavor
  - c. Taste
  - d. Drink
22. Students will holiday to Aek Sijorni. The Synonyms for underline word are?
- a. Wait, stay, remain.
  - b. *Wish, want, hope.*
  - c. Wilt, droop, sag.
  - d. Wind, breeze, breathe.
25. We cut the grass. The Synonym for underline word is?
- a. *Snip*
  - b. Sneeze
  - c. Cough
  - d. Write

Based on the explanation above can be known, that the result of test about verb and verb, can be known with the following explanation.

The first was AR. He did not choose suitable synonym for underline word for question number 2, 13, 20, 22, meanwhile for question number 10 and 25 he choosed correct answer. So, he got 8 score for verb and verb.

The second was AB. He did not choose suitable synonym for underline word for question number 2, 20, 22, 25, meanwhile for question number 10 and 13 he choosed correct answer. So, he got 8 score for verb and verb.

The third was BH. He did not choose suitable synonym for underline word for question number 2,10,13, 20, 22, meanwhile for question number 25 he choosed correct answer. So, he got 4 score for verb and verb.

The fourth was GP. She did not choose suitable synonym for underline word for question number 2,10,13, 20, 22, meanwhile for question number 25 she choosed correct answer. So, she got 4 score for verb and verb.

The fifth was HF. He did not choose suitable synonym for underline word for question number 2,10,13, 20, 22, meanwhile for question number 25 he choosed correct answer. So, he got 4 score for verb and verb.

The sixth was IH. He did not choose suitable synonym for underline word for question number 22 meanwhile for question number 2,10, 13,20, 25, he choosed correct answer. So, he got 20 score for verb and verb.

The seventh was JS. She did not choose suitable synonym for underline word for question number 2,10,13, 20, 22, meanwhile

for question number 25 she choosed correct answer. So, she got 4 score for verb and verb.

The eight was MS. She did not choose suitable synonym for underline word for question number 2,10, 22, 25 meanwhile for question number 10 and 13 she choosed correct answer. So, she got 8 score for verb and verb.

The ninth was MP. She did not choose suitable synonym for underline word for question number 13, meanwhile for question number 2, 10, 20, 22, 25 she choosed correct answer. So, she got 20 score for verb and verb.

The tenth was MS. She did not choose suitable synonym for underline word for question number 20 and 22 , meanwhile for question number 2, 10, 13, 25 she choosed correct answer. So, she got 16 score for verb and verb.

The eleventh was MA. He did not choose suitable synonym for underline word for question number 2,10, 13,20, 25, meanwhile for question number 25 he choosed correct answer. So, he got 4 score for verb and verb.

The twelfth was NK. He did not choose suitable synonym for underline word for question number 20, meanwhile for question number 2, 10, 13, 22,25 he choosed correct answer. So, he got 20 score for verb and verb.



The thirteenth was NE. She did not choose suitable synonym for underline word for question number 20 and 22 , meanwhile for question number 2, 10, 13, 25 she choosed correct answer. So, she got 16 score for verb and verb.

The fourteenth was PS. She did not choose suitable synonym for underline word for question number 10 and 22, meanwhile for question number 2,13,22, 25 she choosed correct answer. So, she got 16 score for verb and verb.

The fifteenth was PH. He did not choose suitable synonym for underline word for question number 2, 13, 20, 22 meanwhile for question number 10 and 25 he choosed correct answer. So, he got 8 score for verb and verb.

The sixteenth was RS. He did not choose suitable synonym for underline word for question number 10,13, 20, 22, meanwhile for question number 2 and 25 he choosed correct answer. So, he got 8 score for verb and verb.

The seventeenth was R. He did not choose suitable synonym for underline word for question number 10, 13, 22, meanwhile for question number 2, 20,25 he choosed correct answer. So, he got 12 score for verb and verb.

The eighteenth was RP. He did not choose suitable synonym for underline word for question number 10, 13, 20, meanwhile for

question number 2, 22,25 he choosed correct answer. So, he got 12 score for verb and verb.

The nineteenth was S. She did not choose suitable synonym for underline word for question number 10, 13, 20, meanwhile for question number 10, 22, 25 she choosed correct answer. So, she got 12 score for verb and verb.

The twenty was SH. He did not choose suitable synonym for underline word for question number 2, 10, 13, 20,22, meanwhile for question number 25 he choosed correct answer. So, he got 4 score for verb and verb.

The twenty first was SP. He choosed suitable synonym for underline word for question number 2, 10, 13, 20,22, 25, So, he got 24 score for verb and verb.

The twenty second was WBD. He did not choose suitable synonym for underline word for question number 2, 13, 20, 22, meanwhile for question number 10 and 25 he choosed correct answer. So, he got 8 score for verb and verb.

Based on the explanation above, the researcher described all of the students' synonyms understanding about verb and verb can be known with score 26600. The total score students understanding in verb and verb was 266 time 100 percent divided to 22 students and the result was 1209, 09%.

c) Students' Synonyms understanding about Adjective and adjective.

In this part about material of test, researcher has given multiple choice test. The students ordered to choose suitable synonyms about vocabulary which is included in adjective and adjective case in simple sentence with choose the the answer from the underline word. Test consist of 7 questins, with number item 3, 4, 6, 8, 12, 16, 17, with 22 amount of students. Every correct answer give 4 score while for incorrect answer did not give score or 0, and for verb and verb the total score was 28. So, The question and the answer were:

3. Mother is angry. The synonym for underline word are?

- a. Crazy,insane,lunatic.
- b. *Inflamed,mad,furious,wrathful.*
- c. Patient,calm,persistent.
- d. Smile,grin,grimace.

4. Jhon is laugh because he is very happy. The synonym for underline word is?

- a. Sad
- b. *Pleased*
- c. Proud
- d. Bring

6. Putri is lazy. The Synonym for underline word is?
- a. Sleepy
  - b. Fres
  - c. *Indolent*
  - d. Cold
8. What are the Synonyms for underline word?it is easy to remember.
- a. *Simple,light,comportable.*
  - b. Difficult,uneasy,awkward.
  - c. Ordinary,common,regular.
  - d. Hard,complicated,severe.
12. Ant is small animal.The synonym for underline word is?
- a. Pain
  - b. *Tiny*
  - c. Health
  - d. Fat
16. He sings a song with slow.The synonym for underline word is?
- a. *Quiet*
  - b. Noise
  - c. Calm

d. Fast

17. What the Synonym for underline word?Rika feels **cold**.

a. Hot

b. *Chilly*

c. Fever

d. Hot

Based on the explanation above can be kwon, that the result of test about adjective and adjective, can be kwon with the following explanation.

The first was AR. He did not choose suitable synonym for underline word for question number 3, 4, 6,12, 16, 17,meanwhile for question number 8 he choosed correct answer. So, he got 4 score for adjective and adjective.

The second was AB. He did not choose suitable synonym for underline word for question number 4, 6, 8, 17,meanwhile for question number 3, 12, and 16 he choosed correct answer. So, he got 12 score for adjective and adjective.

The third was BH. He did not choose suitable synonym for underline word for question number 3, 6, 8, 12, 16, 17, meanwhile for question number 4 he choosed correct answer. So, he got 4 score for adjective and adjective.

The fourth was GP. She did not choose suitable synonym for underline word for question number 3, 6, 8, 12, 16, 17, meanwhile for question number 4 she choosed correct answer. So, she got 4 score for adjective and adjective.

The fifth was HF. He did not choose suitable synonym for underline word for question number 3, 4, 6, 8, 12, 16, 17. So, he did not get score for adjective and adjective.

The sixth was IH. He did not choose suitable synonym for underline word for question number 3, 4, 6, 8, meanwhile for question number 12, 16 and 17 he choosed correct answer. So, he got 12 score for adjective and adjective.

The seventh was JS. She did not choose suitable synonym for underline word for question number 4, 6, 8, 12, 16, 17, meanwhile for question number 3 she choosed correct answer. So, she got 4 score for adjective and adjective.

The eight was MS. She did not choose suitable synonym for underline word for question number 3, 4, 6, 8, 12, 16, meanwhile for question number 17 she choosed correct answer. So, she got 4 score for adjective and adjective.

The ninth was MP. She did not choose suitable synonym for underline word for question number 3, 4, 6, 8, 12, 16, meanwhile

for question number 17 she choosed correct answer. So, she got 4 score for adjective and adjective.

The tenth was MS. She did not choose suitable synonym for underline word for question number 3, 4, 8, meanwhile for question number 6, 12, 16, 17 she choosed correct answer. So, she got 16 score for adjective and adjective.

The eleventh was MA. He did not choose suitable synonym for underline word for question number 3, 4, 6, 8,12, 16, 17. So, he did not get score for adjective and adjective.

The twelfth was NK. He choose suitable synonym for underline word for question number 3, 4, 6, 8,12, 16, 17. So, he got 28 score for adjective and adjective.

The thirteenth was NE. She did not choose suitable synonym for underline word for question number 3, 4, 8, 16, meanwhile for question number 6, 12, 17, she choosed correct answer. So, she got 12 score for adjective and adjective.

The fourteenth was PS. She did not choose suitable synonym for underline word for question number 4, 6, 8, 12, 17 meanwhile for question number 3 and 16 she choosed correct answer. So, she got 8 score for adjective and adjective.

The fifteenth was PH. He did not choose suitable synonym for underline word for question number 3, 4, 8,12, 16, 17. meanwhile

for question number 6 he choosed correct answer. So, he got 4 score for adjective and adjective.

The sixteenth was RS. He did not choose suitable synonym for underline word for question number 3, 4, 8, 12, 16, 17, meanwhile for question number 6 he choosed correct answer. So, he got 4 score for adjective and adjective.

The seventeenth was R. He did not choose suitable synonym for underline word for question number 3, 8, 12, meanwhile for question number 4, 6, 16, 17, he choosed correct answer. So, he got 16 score for adjective and adjective.

The eighteenth was RP. He did not choose suitable synonym for underline word for question number 3, 4, 8, 12, 16, 17, meanwhile for question number 6 he choosed correct answer. So, he got 4 score for adjective and adjective.

The nineteenth was S. She did not choose suitable synonym for underline word for question number 3, 6, 12, 16, 17 meanwhile for question number 4 and 8 she choosed correct answer. So, she got 8 score for adjective and adjective.

The twenty was SH. He did not choose suitable synonym for underline word for question number 4, 8, 12, 16, 17, meanwhile for question number 3 and 6 he choosed correct answer. So, he got 8 score for adjective and adjective.



The twenty first was SP. He choosed suitable synonym for underline word for question number 3, 4, 6, 8,12, 16, 17 . So, he got 28 score for adjective and adjective.

The twenty second was WBD. He did not choose suitable synonym for underline word for question number 3, 6,12, 17, meanwhile for question number 4, 8, 16,he choosed correct answer. So, he got 12 score for adjective and adjective.

Based on the explanation above, the researcher described all of the students' synonyms understanding about adjective and adjective can be known with score 20400. The total score students' synonyms understanding about adjective and adjective was 204 time 100 percent divided to 22 students and the result was 927, 27%.

d) Students' Synonyms understanding about Adverb and adverb

In this part about material of test, researcher had given multiple choice test. The students ordered to choose synonyms about vocabulary which is included in adverb and adverb case in simple sentence with choose the answer from the underline word. Test consist of 6 questions, with number item were 14, 15, 18, 21, 23, 24, with 22 amount of students. These were of the result test.

14. Jhon is reading the story with carefully. The Synonym for underline word is?

- a. Slowly
- b. Usual
- c. Complicate
- d. *Heedfully*

15. What the Synonym for underline word? Rita reads the story with truly.

- a. Fast
- b. Fantasy
- c. Fact
- d. *Correctly*

18. Aisyah watchs about shaund the sheep lately. The Synonym for underline word is?

- a. Listen
- b. See
- c. Draw

d. *Recently*

21. What the Synonym for underline word? The students of SMP N. 5 Sipirok mostlyataknese.

a. Group

b. Sea

c. Much

d. *Mainly*

23. Rita cooks porridge with quite of sugar.The Synonym for underline word are?

a. Choose

b. Slow

c. Much

d. *Rather*

24. What the Synonym for underline word?How sorrowful it is!

a. Incorrect

b. Wrong

c. *Depressing*

d. Cheerful

Based on the explanation above can be known, that the result of test about adverb and adverb, can be known with the following explanation.

The first was AR. He did not choose suitable synonym for underline word for question number 14, 15, 18, 21, meanwhile for question number 23, and 24 he choosed correct answer. So, he got 8 score for adverb and adverb.

The second was AB. He did not choose suitable synonym for underline word for question 18, 23, 24, meanwhile for question number 14, 15, 18 he choosed correct answer, so he got 12 score for adverb and adverb.

The third was BH. He did not choose suitable synonym for underline word for question 14, 18, 21, meanwhile for question number 15, 23, 24 he choosed correct answer, so he got 12 score for adverb and adverb.

The fourth was GP. She did not choose suitable synonym for underline word for question 14, 15, 18, 21, meanwhile for question number 23, 24 she choosed correct answer, so she got 8 score for adverb and adverb.

The fifth was HF. He did not choose suitable synonym for underline word for question 14, 18, 21, meanwhile for question number 15, 23, 24 he choosed correct answer, so he got 12 score for adverb and adverb.

The sixth was IH. He did not choose suitable synonym for underline word for question 14, 15, 21, meanwhile for question number 18, 23, 24 he choosed correct answer, so he got 12 score for adverb and adverb.

The seventh was JS. She did not choose suitable synonym for underline word for question 14, 15, 18, 21, meanwhile for question number 23, 24 she choosed correct answer, so she got 8 score for adverb and adverb.

The eight was MS. She did not choose suitable synonym for underline word for question 14, 18, 21, meanwhile for question number 15, 23, 24 she choosed correct answer, so she got 12 score for adverb and adverb.

The ninth was MP. She did not choose suitable synonym for underline word for question 14, 18, 21, meanwhile for question number 15, 23, 24 she choosed correct answer, so she got 12 score for adverb and adverb.

The tenth was MS. She did not choose suitable synonym for underline word for question 18 and 21, meanwhile for question

number 14, 15, 23, 24 she choosed correct answer, so she got 16 score for adverb and adverb.

The eleventh was MA. He did not choose suitable synonym for underline word for question 14, 18, 21, meanwhile for question number 15, 23, 24 he choosed correct answer, so he got 12 for adverb and adverb.

The twelfth was NK. He did not choose suitable synonym for underline word for question 14 and 18, meanwhile for question number 15, 21, 23, 24 he choosed correct answer, so he got 16 score for adverb and adverb.

The thirteenth was NE. She did not choose suitable synonym for underline word for question 18 and 21, meanwhile for question number 14, 15, 23, 24 she choosed correct answer, so she got 16 score for adverb and adverb.

The fourteenth was P. She did not choose suitable synonym for underline word for question 15, 18, 21 meanwhile for question number 14, 23, 24 she choosed correct answer, so she got 12 score for adverb and adverb.

The fifteenth was PH. He did not choose suitable synonym for underline word for question 14, 18, 21, meanwhile for question number 15, 23, 24 he choosed correct answer, so he got 12 score for adverb and adverb.

The sixteenth was RS. He did not choose suitable synonym for underline word for question 14,15, 18, 21, meanwhile for question number 23 and 24 he choosed correct answer, so he got 8 score for adverb and adverb.

The seventeenth was R. He did not choose suitable synonym for underline word for question 15, meanwhile for question number 14, 18, 21, 23, 24 he choosed correct answer, so he got 20 score for adverb and adverb.

The eighteenth was RP. She did not choosed suitable synonym for underline word for question 14, 15, 18,21, meanwhile for question number 23 and 24,she choosed correct answer, so she got 8 score for adverb and adverb.

The nineteenth was S. She did not choose suitable synonym for underline word for question 15 and 21 meanwhile for question number 14, 18, 23, 24 she choosed correct answer, so she got 16 score for adverb and adverb.

The twenty was SH. He did not choose suitable synonym for underline word for question 14, 15, 21, meanwhile for question number 18, 23, 24 he choosed correct answer, so he got 12 score for adverb and adverb.

The twenty first was SP. He did not choose suitable synonym for underline word for question 14, 15, 18, 21, meanwhile for

question number 23 and 24 he choosed correct answer, so he got 8 score for adverb and adverb.

The twenty second was WBD. He did not choose suitable synonym for underline word for question 14, 15, 18, 21, meanwhile for question number 23 and 24 he choosed correct answer, so he got 8 score for adverb and adverb.

Based on the explanation above, the researcher described all of the students' synonyms understanding about adverb and adverb can be known with score 26000. The total score students' synonyms understanding about adverb and adverb was 260 time 100 percent divided to 22 students and the result was 1181,81%.

Finally, the researcher described score all the students' synonyms understanding about noun and noun, verb and verb, adjective and adjective, then adverb and adverb was 91200. Total score students' synonyms understanding about noun and noun, verb and verb, adjective adjective, adverb and adverb was 912 time 100 percent divided in 22 amount of students and the result was 41, 45%.To get the presentation about Synonyms understanding test result, researcher makes a formula to find the mean score. Based on Anas Sudijono, the formula is.



$$\begin{aligned}
 p &= \frac{f}{N} \times 100 \\
 &= \frac{912}{22} \times 100 \% \\
 &= 91200 \times 100 \% \\
 &= 41,45 \%
 \end{aligned}$$

Based on the result of test researcher has given to the respondents, it could be known that the score of the respondents was between 20 up to 84. It mean that the highest score got by respondents was 84, the lowest score was 20 . The means score was 41,45, the median was 24, and the modus was 20. It could see on the table below:

**Table III**  
**The Score of the Students**

Highest score	: 84
Lowest score	: 20
Means score	: 24
Median	: 41,45
Modus	: 20

Based on the result of test with students score that to determine analysis of students' synonyms understanding at grade VIII SMP

Negeri 5 Sipirok was enough with means score 41, 45. It could be seen on the table as mentioned by Riduan:<sup>1</sup>

**Table IV**  
**The Criteria Score Interpretation**

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high.

Based on the result above that test had given to respondents, it could be seen that the description scores of students' synonyms understanding at grade VIII SMP Negeri 5 Sipirok had got 41, 45 and percentage 41% - 60% with Enough criteria. Then researcher makes description scores of students' synonyms understanding at grade VIII SMP Negeri 5 Sipirok and could be seen in appendix V and VI. To complete the result of research, researcher related the result of list test collectively in the following table, They were:

---

<sup>1</sup>Riduan, *Belajar Mudah Penelitian Untuk Guru- Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89.

**Table V**  
**The Result of Students' Synonyms understanding at**  
**Grade VIII SMP Negeri 5 SipirokBased on Synonyms test.**

No	Students' Names	Score
1.	AR	24
2.	AB	56
3.	BH	20
4.	GP	20
5.	HP	20
6.	IH	76
7.	JS	20
8.	MS	36
9.	MP	40
10.	MS	60
11.	MA	20
12.	NK	84
13.	NE	52
14.	PS	44
15.	PH	24
16.	RS	28
17.	R	68
18.	RP	68
19.	S	44
20.	SH	28
21.	SP	84
22.	WBD	36
Total		912

**b. Students' difficulties in understanding Synonyms at grade VIII SMP Negeri 5 Sipirok**

One of the aims in this research is to know the students' difficulties in understanding Synonyms at grade VIII SMP Negeri 5 Sipirok. The Instrument that used to find those difficulties is interview. Researcher makes an interview for English teacher and students of SMP Negeri 5

Sipirok. Based on the result of interview to the English teacher and students, these the following explanation;

#### 1) The Result of Interview to the English Teacher

Based on the result interviewed to English teacher with Mrs Maslina S. Pd, that she graduated from English Departement, and has got the educational nation certification, then she has taught English 21 years, the medias is used in teaching English were black board, white board, and primary books, dictionary also, the school has laboratory and library but did not use, just half of students helped in understanding English, especially Synonyms. There were not the students at SMP Negeri 5 Sipirok course for English or out the school, the kinds of book was used in teaching vocabulary especially synonyms were primary book and dictionary.<sup>2</sup>

Based on the interviewed above the researcher concluded that the English teacher at grade VIII SMP Negeri 5 Sipirok had used medias as primary book and dictionary but half of students helped understanding about synonym .

#### 2) Result of Interview to the Students of SMP Negeri 5 Sipirok.

Based on the result of interviewed to the students, there were some synonyms understanding that usually faced by students. In this research the researcher had interviewed four students. According to

---

<sup>2</sup>Maslina S. Pd, The teacher of SMP Negeri 5 Sipirok, *Interviewed*, November 2<sup>nd</sup> 2014.

Miranti Pane told to the researcher that she studied English at School because school has not place for course and in out school also nothing the place for course, the situation of English learning was pleasant, the situation of English learning was pleasant, she felt when in English learning process was enjoy, she knew about synonyms as noun and noun, verb and verb, and adjective and adjective, then adverb and adverb, it not so difficult, the problem is faced by miranti has not much vocabulary, the effort to overcome her understanding is study again, she thought her English teacher was well, she wanted when her English teacher teach English as usually, the model of teaching is she hoped as usually, the medias of learning such library and books could not improve him to study English and that medias could not improve him in learning English especially synonyms.<sup>3</sup>Then, Purnama she told to the researcher that she never learn English with course, and the school has not place for course, the situation of learning English was pleasant, she felt pleasant in English learning process, she knew about synonyms as noun and noun, verb and verb, then adverb and adverb, it hard to learn, the difficulties is faced by Purnama was pronunciation, the problems is faced by purnama to understand synonyms was in indifferent it, the

---

<sup>3</sup>Miranti Pane, the students of SMP Negeri 5 Sipirok at grade VIII, *Interviewed*, November 2<sup>nd</sup> 2014.

effort to overcome her understanding about synonyms read the book, her English teacher was well, she wanted when her English teach English more emphatic, and the model of teaching English is she hoped was direct method, medias and facilities like library and books was well but could not improve him in English learning because she rarely used it.<sup>4</sup>Next , Widodo, he told to the researcher that he learned English in School, he never learn English with course and the school has not place for course, the situation of English learning was pleasent, he felt English learning process was enjoy, he knew about synonyms as noun and noun, adjective and adjective, it was hard to learn, the difficulties in understanding synonyms was writing and pronounciation, the problem is faced by widodo was how to read it, the effort to overcome understanding synonyms was more practice againt, he thought his English teacher was intersting, he wanted his English teacher emphatic, the model of teaching English is hoped by widodo was grouping, the medias of learning as library and books was well, and it improve him in learning English especially Synonyms.<sup>5</sup> Last, Azhari told to the researcher that he studied English at school, he never learned English with course and the

---

<sup>4</sup>Purnama Sari, the students of SMP Negeri 5 Sipirokat grade VIII, *Interviewed*, Novemver 21<sup>nd</sup> 2014.

<sup>5</sup>Widodo Budi Darmo, the students of SMP Negeri 5 Sipirok at grade VIII, *Interviewed*, November 2<sup>nd</sup> 2014.

school has not place for course, he felt English learning process was pleasent, he knew about synonyms as nouun and noun, then adverb and adverb, it hard to learn, the difficulties in understanding synonyms was pronounciation,the problems was how to memorize it, the effort to overcome in understanding synonyms was study, the Englis teacher was well, he wanted his English teacher when teach Engilsh was softly, the model of teaching English is he hoped was game, the medias of learning as library and books not so complite, and could not improve him in learning English especially Synonyms.<sup>6</sup>So, students' synonyms understanding could be seen on the table below:

**Table VI**  
**The students' Synonyms understanding at SMP Negeri 5 Sipirok**

No	Understandin g Synonym	Students Of SMP Negeri 5 Sipirok				Percentage	Criteria
		Miranti	Purnama	Widodo	Azhari		
1	Noun and noun	✓	✓	✓	✓	85, 54%	High
2	Verb and verb	✓	✓	-	✓	12, 09,%	Very Low
3	Adjective and adjectivve	✓	-	✓	-	92, 27%	High
4	Adverb and adverb	✓	✓	-	-	11, 81%	Very Low

Based on the interviewed above with the result of test, the reseracher concluded that the students SMP Negeri 5 Sipirok have

---

<sup>6</sup>Azhari, Batubara, the Student of SMP Negeri 5 Sipirok, *Interviewed*, November 2<sup>rd</sup> 2014.

different persentace understanding synonyms, and students have difficulties to memorize vocabulary about synonyms.

**c. The Result of Observation**

Based on the result of observation when English teacher gave material before the researcher give a test, so this was a time for the researcher to observe the English teacher in learning processes. The English teacher opened the English lesson with salam and asked the students situation then read the present list. Before went to the matery the English teacher reviewed the last lesson before started the new lesson. To start the new lesson the English teacher described what the English teacher want to taught. In this case the English teacher explained the definition synonyms and little about kinds of Synonym, then English teacher made a diffrentiate synonyms as noun and noun, verb and verb, adjective and adjective, then adverb and adverb, and explained that matery incereased the students vocabularies. After explained the matery the English teacher ordered the students to participate in the English lesson with asked the English teacher which matery did not understand, but many students did not participate because they were less in English vocabulary because who want to ask must used English although with Indonesian language. After the English teacher gave the material then the English teacher makes a conclusion, before the researcher gave a test.



Next the researcher observed the students, based on the result of observation when the researcher gave the test that generally students at grade VIII<sup>1</sup> SMP Negeri 5 Sipirok less enthusiastic when did the test. It was looked when the researcher gave the test, the students lackluster when did the test. Additionally, just 60 % the students did the test seriously, it was looked many students chit and chatted with their friends when did the test and the students bored did the test. In otherhand, the students less motivation from the English teacher to improve their English vocabularies, and it was looked the students just interested to Batak when talked or spoke to their friends and the students seldom spoke English in the classroom. Furthermore, the English vocabularies less active in this School, it was looked when did the test many students confused to did the test and the students difficult to answer the test, but the word is used in the test familiar with their daily life. Next, many students less in mastery vocabularies, it was looked nobody could answer the test 100% correct, it was mean the students did not interest to memorize the English vocabularies. Then, the students did not attend what does mean the question above, it was looked the many students knew about the vocabularies but could not change the vocabularies suitable to the correct answer. The last the students did not like to read the simple sentence, students just read the question, it was made them

many mistake in the correct answer, because they translated word by word did not translate based on the sentence what did mean<sup>7</sup>.

Based on the observation above the researcher could conclude that students at grade VIII SMP Negeri 5 Sipirok less enthusiasm to did the test, it was looked just 60% the students did the test seriously and the students did not have much vocabularies in their daily life. The students also less motivation from the English teacher to improve their English. It is because the English teacher did not emphasize used facilities in the School of SMP Negeri 5 Sipirok.

## **B. Discussion**

Analyzing the collecting data, It was gotten that an analysis of students' synonyms understanding at grade VIII SMP Negeri 5 Sipirok was enough categories. It could be known from the calculating score in (Appendix V and VI) that the students' synonyms understanding at grade VIII SMP Negeri 5 Sipirok was 41,45% was categorize into enough category.

While according to research done by Wirda Halwi's script entitled "Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior". The researcher was analyzed that mean score of students in cycle I was 48.21 and from 30 items, it means that the students did not get English minimum score yet. But in cycle II, it could seen that the mean score increase 56.50. The increasing score from 48.21 to 56.50 is 8.29;

---

<sup>7</sup>The result of observation at SMP Negeri 5 Sipirpk, November 2<sup>nd</sup> 2014.

“t” calculate was – 22.5 with 45 degree freedom. Based on the result of students in cycle, the hypothesis of the research was accepted.<sup>8</sup>

There were some understanding that faced in vocabulary, students were lack of mastering synonyms in simple sentence. It could be seen from the students’ score. Almost all of student got low score. In addition, based on the researcher observation, the researcher found the students did not answer the correct answer. From the explanations above that the students’ Synonyms Understanding at SMP Negeri 5 if connected with result of the research. Formerly could categorize in to enough categories. Because, the result is found 41,45 nearly with result formerly.

### **C. Threats of the Research**

In this research, the researcher believes that there were many treats of this research. It was started from the title until the techniques of analyzing data. So, the researcher knew this thesis not good as expected. Actually, researcher wants to do this research maximally to produce a good thesis. However, there were still many threats anywhere and researcher believed that nobody perfect in the world. The perfect one in the world is for our God; Allah SWT.

The threat of time was one main threat that faced by the researcher because the students had many activities in their school. They had different present between one respondent with another respondent. Furthermore, when researcher was doing test, they were facing the learning process. Beside, the time

---

<sup>8</sup>Wirda Halwi, *Op.Cit.*, p.65.

which was given to the students in last time of learning. So the students did not answer the test seriously. It made them to be not concentration to do test and they didn't have a good preparation and attention in doing this research. Then, sometimes when they were doing test they had different time each other.

The weakness of the research was when the researcher gave the test to the students, they did have enough time and they did not do test seriously. So, researcher spent enough time to resolve this problem. Then, the students had activities such as disturb another students. So, when they answered the test they less concentrate on the test. The last, when the researcher interviewed the students, there were the problem of time, the time and participants were not enough because there were just four students that wanted to be interviewed. Other students did not want to interview. So, the researcher got less information about their understanding synonyms. Event though there were many problems but researcher attempted to do the best. So, some weakness and lack of this research were finished. It was done by consultation with the advisors, Head master, and English teacher so that the good control from advisors of this research could help researcher to decrease the problems.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. The Conclusion**

After getting the result of the research the researcher was taken to the conclusions as follows:

1. The Students synonyms understanding at SMP Negeri 5 Sipirok 2013/2014 academic year was score of students with 41, 45 mean score. So, it can be categorized into enough categories.
2. The students difficulties in understanding Synonyms were:
  - a) Difficulties in how different synonyms
  - b) Difficulties in vocabulary related to synonyms were pronunciation, reading, writing.
  - c) Difficulties in memorize vocabulary.

#### **B. The Suggestion**

Based on the conclusions and the implication of the research that have mention previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. To the head master of SMP Negeri 5 Sipirok shall active to look his' students vocabulary especially synonyms while communicator interact with their friend used English and always give motivation the English teacher to increase her

ability in teaching vocabulary. In addition for English teacher to make a good teaching with used facilities in the school so that could improve the students vocabulary especially Synonyms.

2. To English teacher, especially to teach English with search media that could improve English learning, hoping to develop and emphasize the students' vocabulary and used that vocabulary in their daily life when interact with their friends or teacher.
3. To the students at grade VIII SMP Negeri 5 Sipirok shall do exercise in learning vocabulary, especially synonym and must diligent study English in your daily life because English also important in your education. It can be done by reading English book. Following the English course and all of you have to be more seriously in memorize vocabulary about English.
4. To the readers, as a motivation to do better research and to improve the readers' vocabulary in English especially about synonym.

## REFERENCES

- Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta : PT Raja Grafindo Persada, 1987.
- Arief Budiman, *Kamus Sinonim – Antonim Inggris Indonesia*, Bandung: Pustaka Grafika, 2004.
- Denzin, Norman K. & Yvonna S. Lincoln, *Hand Book of Qualitative Research*, Yogyakarta: Pustaka Belajar, 2009.
- F. R Palmer, *Semantic*, New York: Cambridge University Press, 1971.
- Frank, Marcella, *Modern English a Practical References Guided*, New York: Printice Hall, 1995.
- Gay, L. R & Peter Airisan, *Educational Research: Components For Analysis and Application*, USA : Prentice Hall, Incorporated, 2000.
- Harlec C. Fries, *Teaching an Learning as A Foreign Language*, Ann Arbor: University of Michigan Press, 1995.
- Higa, “*The effect of synonym on second language vocabulary learning in a foregn language*”, Volume. 19, no. 2, October 2007, ([http:// nflr, hawaii, edu/ rfl](http://nflr.hawaii.edu/rfl), acced 10 december 2014).
- Hornby, A. S., *Oxford Advanced Learner’s Dictionary*, New York: Oxford University Press, 1995.
- Hornby, *Oxford Learner’s Pocket Dictionary*, New York: Oxford University Press, 1983.
- Hugen, Stacy A. & Betty Schramfer Azar, *Understanding and Using English Grammar Third Edition*, U. S: Preintice Hall Regents, 1989.
- \_\_\_\_\_, *Basic English Grammar*, Pearson Longman, 2006.
- Iskandar, *Penelitian Kualitatif*, Jambi: GP. Press, 2000.
- Jacson, Howard and Etienne Ze Ampela, *Word Meaning and Vocabulary*, New York: Cassel, 2000.

- Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung: Rosdakarya, 2009.
- Mardianto, *Psikologi Pendidikan*, Medan: Perdana Publishing, 2012.
- Muhammad Muhsin Khan and Muhammad Taqi-ud-Din Al- Hilali, *The Noble Qur'an*, Jakarta: Al- Huda, Kelompok Gema Insani, 2014.
- Murthy, Jayanthi Dhaksina, *Contemporary English Grammar*, Delhi: Book Palace, 1998.
- Peter Newmark, *A Text Book of Translation*, New York : Printice Hall, 1998.
- Pyle, Michael, A., and Mary Ellen Munuz, *Cliffs Test of English as a Foreign Language Preparation Guided*, Delhi: Wiley Dreamleach, 1995.
- Rangkuti, Ahmad Nizar, *Metode Penelitian Pendidikan*, Gading: Padangsidempuan, 2013.
- Riduan, *Belajar Mudah untuk Guru-Karyawan dan Peneliti Pemula*, Bandung : Alfabeta, 2005.
- Sharon Sorenson, *Student Writing Hand Book*, United State Wiley: Publishing Inc, 2010.
- Soedjito, *Sinonim*, Bandung: C. V. Sinar Bandung, 1989.
- Suharsimi Arikunto, *Manajemen Penelitian*, Jakarta: PT. Rhineka Cipta, 2003.
- Wirda Halwi, “*Improving Grade V students’ vocabulary Mastery Using Antonym and Synonym at SD Negeri 116254 Rantojior*” A Thesis, STAIN Padangsidempuan, 2012.
- Wren and Martin, *High English Grammar and Composition*, London: Hundred and Twenty Seven Edition, 1990.



## **Appendix I**

### **OBSERVATION GUIDANCES**

1. The process learn and method conducted by English teacher in SMP NEGERI 5 SIPIROK
2. The behaviour and environment of students in English learning process
3. The using medias in SMP NEGERI 5 SIPIROK
4. Observe the understanding of students in learning process

## Appendix II

### LIST OF INTERVIEW

#### A. To the Teacher

1. Do you graduated from English Departement?Have you got the educational nation certification?
2. How long have you been taught English?
3. What medias are used in teaching English especially Synonym?
4. Is that medias help the students in understanding about English especially Synonym?
5. Are there the students in SMP NEGERI 5 Course for English in School or out the school?
6. What the kinds of book are used in teaching Vocabulary especially Synonym?

#### B. To the Students

1. Where do you learn English? Do you ever learn English with course or is your school has the place for course?*Dimanakah kamu belajar Bahasa Inggris? Apakah kamu pernah belajar Bahasa Inggris dengan kursus atau apakah sekolahmu memiliki tempat untuk kursus Bahasa Inggris ?*
2. How is the situation of your learning English?  
*Bagaimana suasana belajar Bahasa Inggrismu?*
3. How do you feel when you are in English learning process?  
*Bagaimana perasaanmu ketika dalam proses pembelajaran Bahasa Inggris?*
4. Do you know about synonyms ?Do you know or do you understand about noun and noun, verb and verb, adjective and adjective, then adverb and adverb in synonyms?  
*Apa yang kamu ketahui tentang sinonim?Apakah kamu mengetahui atau paham tentang kata benda dengan kata benda, kata kerja dengan kata kerja, kata sipat dengan kata sipat, kemudian kata keterangan dengan kata keterangan dalam sinonim?*

5. Are it hard to understand? Why?  
*Apakah itu sulit untuk dipahami?*
6. Where are your difficulties in understanding synonyms?  
*Dimana letak kesulitanmu dalam memahami synonym?*
7. What are your problems in understanding synonyms?  
*Apa masalahmu dalam memahami synonym ?*
8. What is your effort to overcome your understanding about Synonym ?  
*Apa usahamu untuk meningkatkan pemahamanmu tentang Synonym ?*
9. How do you think about your English teacher?  
*Bagaimana pendapatmu tentang guru Bahasa Inggrismu?*
10. How do you want when your teacher teach English? or how the model of teaching English is you hoped?  
*Bagaimana maumu ketika gurumu mengajar bahasa Inggris? atau bagaimana model pembelajaran bahasa Inggris yang kamu harapkan?*
11. How do you think about the medias of learning like library, books, etc?  
*Bagaimana dengan media pendukung pembelajaran seperti perpustakaan, buku-buku dan lain-lain?*
12. Is that medias help you in learning English Especially Synonyms?  
*Apakah media tersebut membantumu dalam pembelajaran bahasa Inggris khususnya Sinonim?*

### Appendix III

Name:.....

Class:.....

### TEST

Choose the suitable synonyms for underline words!

1. It is night! What the synonym for underline word ?
  - a. Day
  - b. Morning
  - c. Evening
  - d. Afternoon
2. We like butterfly. The synonym for underline word is?
  - a. Coward
  - b. Brave
  - c. Love
  - d. Hate
3. Mother is angry. The synonym for underline word are?
  - a. Crazy,insane,lunatic.
  - b. Inflamed,mad,furious,wrathful.
  - c. Patient,calm,persistent.
  - d. Smile,grin,grimace.
4. Jhon is laugh because he is very happy. The synonym for underline word is?
  - a. Sad
  - b. Pleased
  - c. Proud
  - d. Bring

5. What the synonym for underline word ?it is a house.
- a. Hawker
  - b. Home
  - c. Plane
  - d. Class
6. Putri is lazy.The Synonym for underline word is?
- a. Sleepy
  - b. Fres
  - c. Indolent
  - d. Cold
7. We go to school by car.The Synonym for underline word is?
- a. Skinny
  - b. Automobile
  - c. Thin
  - d. Cycle
8. What are the Synonyms for underline word?it is easy to remember.
- a. Simple,light,comportable.
  - b. Difficult,uneasy,awkward.
  - c. Ordinary,common,regular.
  - d. Hard,complicated,severe.
9. The world is like ball.The synonym for underline word is?
- a. Walk
  - b. Earth
  - c. Sprint
  - d. Road
10. What the Synonym for underline word? they talk with grandfather.
- a. Dumb
  - b. Speak
  - c. Conversation

- d. Go
11. We live in the city. The Synonym for underline word is?
- a. Lift
  - b. Shove
  - c. Town
  - d. Road
12. Ant is small animal. The synonym for underline word is?
- a. Pain
  - b. Tiny
  - c. Health
  - d. Fat
13. What the synonym for underline word? close your book!
- a. Wrap
  - b. Shut
  - c. Open
  - d. Walk
14. Jhon is reading the story with carefully. The Synonym for underline word is?
- a. Slowly
  - b. Usual
  - c. Complicate
  - d. Heedfully
15. What the Synonym for underline word? Rita reads the story with truly
- a. Fast
  - b. Fantasy
  - c. Fact
  - d. Correctly
16. He sings a song with slow. The synonym for underline word is?
- a. Quiet
  - b. Noise

- c. Calm
  - d. Fast
17. What the Synonym for underline word? Rika feels cold.
- a. Hot
  - b. Chilly
  - c. Fever
  - d. Hot
18. Aisyah watches about shaund the sheep lately. The Synonym for underline word is?
- a. Listen
  - b. See
  - c. Draw
  - d. Recently
19. What the Synonym for underline word? Andi likes enjoyment
- a. Fed up
  - b. Boredom
  - c. Tedium
  - d. Recreation
20. Anita, ayu and fitri eat the delicious meal. What the Synonym for underline word?
- a. Consume
  - b. Flavor
  - c. Taste
  - d. Drink
21. What the Synonym for underline word? The students of SMP N. 5 Sipirok mostly bataknese.
- a. Group
  - b. Sea
  - c. Much

- d. Mainly
22. Students will holiday to Aek Sijorni. The Synonyms for underline word are?
- a. Wait, stay, remain.
  - b. Wish, want, hope.
  - c. Wilt, droop, sag.
  - d. Wind, breeze, breathe.
23. Rita cooks porridge with quite of sugar. The Synonym for underline word are?
- a. Choose
  - b. Slow
  - c. Much
  - d. Rather
24. What the Synonym for underline word? How sorrowful it is!
- a. Incorrect
  - b. Wrong
  - c. Depressing
  - d. Cheerful
25. we cut the grass. The Synonym for underline word is?
- a. Snip
  - b. Sneeze
  - c. Cough
  - d. Write



## **Appendix IV**

### **Key Answer the test**

1. C.
2. C.
3. B.
4. B.
5. B.
6. C.
7. B.
8. C.
9. B.
10. B.
11. C.
12. B.
13. B.
14. D.
15. D.
16. A.
17. B.
18. D.
19. D.
20. A.
21. D.
22. B.
23. D.
24. C.
25. A.

## AppendixV

The Students' Score in understandingSynonyms at SMP Negeri 5 Sipirok.

Respondents Numbers	Respondents'' answers of each item numbers																									Sum
	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	0	0	0	0	0	0	4	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	4	4	4	24
2	0	4	4	0	4	0	4	0	4	0	0	4	0	4	4	4	0	0	4	4	4	4	0	0	4	56
3	0	0	0	4	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	4	4	4	20
4	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4	4	20
5	0	0	0	0	4	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	4	4	4	20
6	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	0	0	4	4	4	0	0	4	4	4	76
7	0	0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4	4	20
8	0	4	0	0	4	0	0	0	0	0	0	0	0	0	4	0	4	0	0	4	0	4	4	4	4	36
9	0	4	0	0	4	0	0	0	0	4	0	0	0	0	4	0	4	0	0	4	0	4	4	4	4	40
10	0	4	0	0	4	4	0	0	4	4	4	4	4	4	4	4	4	0	0	0	0	0	4	4	4	60
11	0	0	0	0	4	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	4	4	4	20
12	4	4	4	4	4	4	4	4	4	4	0	4	4	0	4	4	4	0	4	0	4	4	4	4	4	84
13	0	4	0	0	4	4	0	0	4	4	0	4	4	4	4	0	4	0	0	0	0	0	4	4	4	52
14	0	4	4	0	4	0	0	0	0	0	0	0	4	4	0	4	0	0	4	4	0	0	4	4	4	44
15	0	0	0	0	0	4	0	0	0	4	0	0	0	0	4	0	0	0	0	0	0	0	4	4	4	24
16	0	4	4	0	4	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4	4	28
17	4	4	0	4	4	4	4	0	4	0	0	0	0	4	0	4	4	4	4	4	4	0	4	4	4	68
18	0	4	0	0	0	4	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	4	4	4	4	28
19	4	0	0	4	4	0	0	4	0	4	0	0	0	4	0	0	0	4	0	0	0	4	4	4	4	44
20	0	0	4	0	0	4	4	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	4	4	4	28

21	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	4	4	0	4	4	0	4	4	4	4	84
22	0	0	0	4	0	0	4	4	0	4	0	0	0	0	0	4	0	0	4	0	0	0	4	4	4	36
$\Sigma$	6	12	9	7	15	9	8	6	8	10	4	6	6	6	10	7	7	4	7	7	3	7	21	21	22	912

The researcher calculated the score by using the formula:

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

$$= \frac{912}{22} \times 100\%$$

$$= 91200 : 22$$

$$= 41,45\%$$

## Appendix VI

The Score of Students' Synonyms Understanding at Grade VIII SMP Negeri 5 Sipirok.

No	Initial Name	Noun and noun	Verb and verb	Adjective and adjective	Adverb and adverb	Score
1.	AR	4	8	4	8	24
2.	AB	16	16	12	12	56
3.	BH	0	4	4	12	20
4.	GP	4	4	4	8	20
5.	HP	4	4	0	12	20
6.	IH	24	20	20	12	76
7.	JS	4	4	4	8	20
8.	MS	4	16	4	12	36
9.	MP	4	20	4	12	40
10.	MS	12	12	16	16	60
11.	MA	4	4	0	12	20
12.	NK	20	20	28	16	84
13.	NE	4	16	12	16	52
14.	PS	8	16	8	12	44
15.	PH	0	8	4	12	24
16.	RS	8	8	4	8	28
17.	R	20	12	16	20	68
18.	RS	4	12	4	8	28
19.	S	8	12	8	16	44
20.	S	4	18	8	12	28
21.	SP	24	24	28	8	84
22.	WBD	8	8	12	8	36
Total		188	266	204	260	912

The researcher calculated the score by using the formula:

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

$$= \frac{912}{22} \times 100 \%$$

$$= 91200 : 22$$

$$= 41,45 \%$$

## Appendix VII

### 1. The researcher when gave the test



3. The students chiting and chating with their friends when did the test



4. Sometimes Students looked the dictionary to answer the test





5. Students enthusiastic when did the test



6. Students enthusiastic when did the test





## **Appendix VIII**

### **The List of Students' Names at Grade VIII<sup>1</sup> SMP Negeri 5 SIPIROK**

1. Ahmad Ripai
2. Azhari batubara
3. Budi Hariadi
4. Gabena Pasaribu
5. Hendri pauji
6. Ilham Harahap
7. Jerni Siregar
8. Mariati Siregar
9. Miranti Pane
10. Masnun Siregar
11. Muammad Akbar
12. Nanang Kosim
13. Nur Endang
14. Purnama Sari
15. Parlin Harahap
16. Rahmad Siregar
17. Razab Siregar
18. Riski Pane
19. Safrida
20. Sarif Harahap
21. Sahala Pasaribu
22. Widodo Budi Darmo

## **APPENDIX IX**

### **The list of Teachers' Names at Grade VIII SMP Negeri 5 Sipirok**

1. Maslina, S.Pd
2. Natalisma Pasaribu, S.Pd

## **CURRICULUM VITAE**

### **1. Personal Data**

Name : SARA ELMIDA HARAHAAP  
Reg. Students Number : 10 340 0105  
Place, Date of Birthday : Sipirok, May, 2<sup>nd</sup>1991  
Sex : Female  
Address : Sipirok, Kecamatan Sipirok  
Kabupaten. Tapanuli Selatan

### **2. Educational Background**

Primary School : Sekolah Dasar Negeri No 142824 Sipagimbar  
(2003)  
Junior High School : Pondok Pesantren Modren Al-Hasymiyah  
Darul Ulum Sipaho (2006)  
Senior High School : Madrasah Aliyah Swasta Darul Ulum Sipaho  
(2010)  
Institute : Institute Agama Islam  
Negeri Padangsidempuan (2014)

### **3. Parents Data**

Father's Name : Mara Mulia Harahap  
Date of Birthday : April, 29<sup>th</sup> 1968  
Mother's Name : Hotnida Gultom  
Date of Birthday : January, 1<sup>st</sup> 1972