

TEACHING VOCABULARY TO SENIOR HIGH SCHOOL STUDENTS BY USING
ENGLISH SYNONYMS

PAPER

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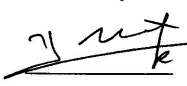

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ABSTRAK

Mongallisa, Dia. 86736/2007. “Teaching Vocabulary to Senior High School Students by Using English Synonyms *Paper*. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Guru mempunyai kesulitan dalam teknik mengajar untuk menyampaikan isi dari kurikulum sehingga target atau tujuan dari kurikulum itu tidak dapat tercapai dengan baik. Biasanya masalah yang muncul pada saat guru menyampaikan materi ajar itu seperti; kurangnya perhatian dari siswa sehingga apa yang disampaikan guru tidak bisa sampai kepada siswa, bahkan yang paling fatal adalah masih banyak guru-guru yang tidak tahu metode atau teknik mengajar seperti apa yang akan mereka gunakan agar tercapainya tujuan pengajaran itu sendiri.

Untuk mengatasi masalah tersebut, guru perlu mencoba alternatif lain dalam rangka untuk meningkatkan kosa kata mereka dengan menggunakan sinonim. Dalam mempelajari sinonim, kata-kata bahasa Inggris yang paling sering muncul akan membantu siswa untuk menganalisis bagian-bagian kata atau kelas kata. Ini berarti bahwa menggunakan sinonim sangat penting dalam kosa kata. “English Synonyms” bertujuan untuk mengetahui perbedaan dua buah kata yang memiliki arti sama, berbeda dalam pengejaan tapi sama dalam pengertian. Dengan metode ini diharapkan agar siswa mampu meningkatkan pemahaman tentang meaning kosa kata mereka dengan mengetahui sinonimnya.

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The Writer

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English language is a language which has more speakers than any other languages in the world. Indeed, English is an international language since it is used in the international forum. English has become a compulsory subject at elementary, junior and senior high schools in Indonesia.

Language as a mean of communication takes a very important role in the world and vocabulary is the basic unit of the language. In accordance with the role of the language, the aim of teaching English is to make the students have the knowledge of English and capability to use it actively in four English basic skills; listening, speaking, reading and writing. In learning English the students must first master vocabulary items of the language, and then they try to use it in sentences and understand the sentences in any English texts.

Vocabulary can influence someone ability in communication. By mastering many words or vocabulary someone will be able to communicate actively. Mastering or acquiring vocabulary of foreign language is not an easy work. It takes time and energy. Most of the students who learn English as a foreign language get difficulties on the spoken form while others will stick on the written form. So, it is clear that the students should master vocabulary even though it is difficult to learn. A student who can be categorized as a mastery of vocabulary is a student who has three categories. They are: rich of vocabulary knowing the meaning or spelling of the vocabulary and knowing how to use it. If a student can reach those categories, he can be categorized as someone who has good skill in vocabulary.

According to Read (2000), vocabulary knowledge involves knowing the meanings of the words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary-type definition or an equivalent word in their own language. Some students, however, do not possess enough knowledge on vocabulary. It is obvious that they often get difficulties in acquiring words or in increasing vocabulary. Therefore, when they are asked to practice their English they often say that they are lack of vocabulary. And not only in speaking, the lack of vocabulary is often found in reading, listening and writing. When the students read a text book, an article, or other materials in English, it frequently happens that they do not know the meaning of words, especially when they are long and complicated. As a result, they cannot get information and answer the question given.

Worther (1994) states if your vocabulary is limited, your potential for self-experience, effective communication and adequate comprehension is also limited. Actually, there is no vocabulary subject at school but it is integrated to the other skill such as in reading skill. The student who has lack of vocabulary will be hard to answer and comprehend the question and text. Automatically, it will be serious problem that has to be handled by the teacher because it will be the basic foundation in English. Then the teacher tries another alternative in order to improve his or her students' vocabulary that is by recognizing synonyms. Learning synonyms which appears most often in English will help students to analyze word parts or word class systematically. It means that recognizing the synonym is very important in vocabulary. By recognizing the synonyms, it will be easy for the students to work out the meaning of words and it can enrich their vocabulary that will improve their listening, speaking, reading and also writing.

In mastering vocabulary, the students have to follow three categories such as; memorizing the word, knowing the meaning of the word and applying the word in suitable

context. The students cannot master vocabulary because the teacher teaches vocabulary by using the monotone technique or uninteresting technique.

Concerning the phenomena above, the writer is interested in writing this paper entitled *“Teaching Vocabulary to Senior High School by Using English Synonyms”*.

1.2 Limitation of the Problem

In teaching process, the teacher has problem to teach the students about synonyms, antonyms, acronyms, and etc. Then, the teacher tries to use so many techniques to teach such as by translating the words, matching the words and also recognizing the synonym of the word. In this paper, the writer focuses on the teaching vocabulary to senior high school by recognizing English synonyms which are divided into verb, noun, and adjective.

1.3 Formulation of the Problem

Based upon the background of the problem above, the writer formulates a question to be in this paper: “How does English teacher use English synonym in teaching vocabulary at senior high school?”

1.4 Purpose of Writing the Paper

The purpose of writing this paper is to discuss about teaching vocabulary by recognizing English synonym

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

Based on the discussion in the previous chapter, it can be concluded what vocabulary itself is and the technique to teach vocabulary. So the writer concludes that vocabulary skill is the basic foundation for English skills. Mastering vocabulary, it can empower the students to comprehend more in English. So that, the students can catch the idea or the topic that is taught by the teacher. The students' ability in vocabulary can be improved by the teacher through "recognizing English synonyms technique". It is one of variation techniques that can be used to teach students to express and develop the other four skills in learning English.

In applying teaching vocabulary through Recognizing English synonym technique, the students can comprehend more about the topic. The students can enrich vocabulary and comprehend more about the text. Mastering vocabulary will give improvement to other four skills such as listening, speaking, reading and writing.

4.2 Suggestions

Based on the conclusion above, it is suggested that the teachers, the teacher has to be more creative and active to motivate the students to study English by using the interesting activity such as recognize English synonym. Then the teacher should use this activity often as possible in order to make his or her students more active in learning.

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