

SKRIPSI

**IMPROVING STUDENTS' VOCABULARY THROUGH  
SEMANTIC FIELD OF EIGHTH YEAR STUDENTS  
OF SMP NEGERI 9 PAREPARE**



By

**NUR YASTAD FAJRAH**

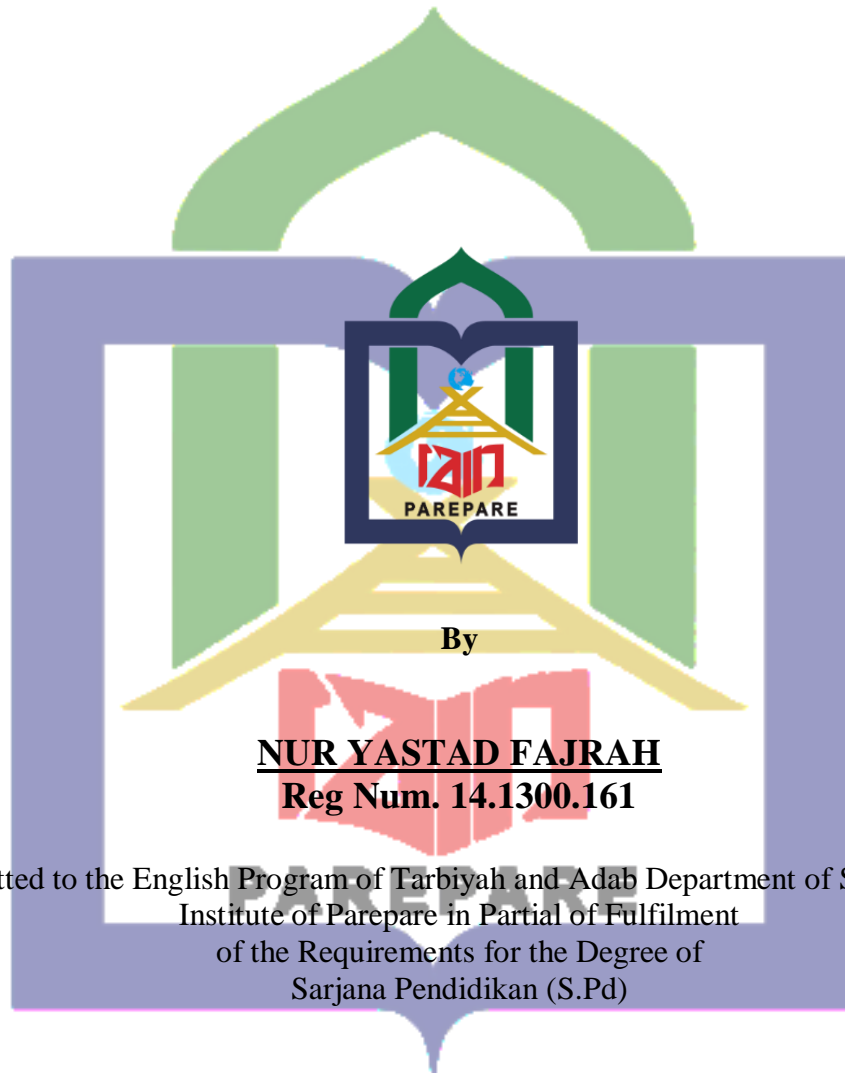
**Reg Num. 14.1300.161**

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2019**

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By

**NUR YASTAD FAJRAH**  
**Reg Num. 14.1300.161**

Submitted to the English Program of Tarbiyah and Adab Department of State Islamic  
Institute of Parepare in Partial of Fulfilment  
of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd)

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TARBIYAH AND ADAB DEPARTMENT  
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**As Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan (S.Pd)**

**English Program**

**Submitted by**

**NUR YASTAD FAJRAH**

**Reg Num. 14.1300.161**

**to**

**PAREPARE**

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2019**

## ENDORSEMENT OF CONSULTANT COMMISSIONS

Name : NUR YASTAD FAJRAH  
The Title of Skripsi : Improving Students' Vocabulary Through  
Semantic Field of Eighth Year Students of  
SMP Negeri 9 Parepare.  
Student Reg. Number : 14.1300.161  
Department : Tarbiyah and Adab  
Study Program : English  
By Virtue of Consultant Degree : SK. The Chairman of Tarbiyah and Adab  
No.Sti.08/PP.00.9/2679/2017

Has been legalized by:

Consultant : Drs. Anwar, M.Pd.  
NIP : 19640109 199303 1 005  
Co-Consultant : Drs. Amzah, M.Pd.  
NIP : 19761231 200312 1 011

(.....)  
(.....)

Approved by:

Plt. The Chairman of Tarbiyah and Adab Department



Bahriar, S.Ag., M.A.

NIP. 19720505 199803 1 004



## SKRIPSI

# IMPROVING STUDENTS' VOCABULARY THROUGH SEMANTIC FIELD OF EIGHTH YEAR STUDENTS OF SMP NEGERI 9 PAREPARE



Submitted by

**NUR YASTAD FAJRAH**  
**Reg Num. 14.1300.161**

Had been examined of December 31<sup>st</sup>, 2018 and had been declared  
that it fulfilled the requirements

Approved by  
Consultant Commissions

Consultant : Drs. Anwar, M.Pd.  
Nip : 19640109 199303 1 005  
Co- Consultant : Drs. Amzah, M.Pd.  
Nip : 19761231 200312 1 011

Rector of IAIN Parepare

Plt. The Chairman of Tarbiyah and Adab Department



**Dr. Ahmad Sultra Rustan, M. Si.**  
NIP 19640427 198703 1 002

**Bahtiar, S.Ag., M.A.**  
NIP 19720505 199803 1 004

## ENDORSEMENT OF EXAMINER COMMISSION

Name : NUR YASTAD FAJRAH  
The Title of Skripsi : Improving Students' Vocabulary Through  
Semantic Field of Eighth Year Students of  
SMP Negeri 9 Parepare.  
Student Reg. Number : 14.1300.161  
Department : Tarbiyah and Adab  
Study Program : English  
By Virtue of Consultant Degree : SK. The Chairman of Tarbiyah and Adab  
No.Sti.08/PP.00.9/2679/2017  
Date of Garaduation : December 31<sup>st</sup>, 2018

Approved by Examiner Commissions

Drs. Anwar, M.Pd.	(Chairman)	(.....)
Drs. Amzah, M.Pd.	(Secretary)	(.....)
Hj. Nurhamdah, S.Ag., M.Pd.	(Member)	(.....)
Drs. Ismail, M.M.	(Member)	(.....)



Cognizant of:  
Rector of IAIN Parepare

**Dr. Ahmad Sultra Rustan, M. Si.**  
Nip. 19640427 198703 1 002

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillah Rabbil Alamin, the researcher express her highest gratitude to Allah swt, the Lord of the universe. Allah swt always gives strong and favor in completing this “Skripsi” by the title “Improving Students’ Vocabulary Through Semantic Field of Eighth Year Students of SMP Negeri 9 Parepare”. Blessing and salvation be upon beloved prophet Muhammad saw. and his family, his companions, and his followers.

This “skripsi” is presented to the English Program of Tarbiyah and Adab Department of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of strata (S1).

The Reasearcher wants to express her gratitude, appreciation and honor to all people who have helped her in finishing this “skripsi”. The writer is absolutely conscious that sehe could not carry ot this work without others’ helping either material or spiritual.

The researcher would like to express her gratitude to Drs. Anwar, M.Pd and Drs. Amzah, M.Pd for their valuable advice, guidance, dedication, correction, suggestions, and support to her in finishing this “Skripsi”.

It is a must for the writer to say acknoledgment to them for their help. Especially to her beloved parents Muhammad Kasim and Hj. Hasbiah for their prayers, pure love, countless material, and work hard for the researcher’s success.

There are also some people that the researcher would like to appreciate:

1. Rector of State Islamic Institute (IAIN) Parepare, Dr. Ahmad Sultra Rustan, M.Si and his staffs for their help and motivation during her study.
2. Bahtiar, S.Ag., M.A. as the chairman of Tarbiyah Department of IAIN Parepare who has given the researcher a guideline in finish this skripsi.
3. Mujahidah, M.Pd, as the chairman of English Department for the fabulous serving to the students.
4. All lecturers of English Education Program who have already taught the researcher during her study in IAIN Parepare.
5. Kamaruddin, S.Pd, M.Pd the headmaster of SMP Negeri 9 Parepare and H. Hasdir Subroto, S.Pd as English teacher of SMP Negeri 9 Parepare who has given the researcher advices in teaching and doing the research and also the eighth year students especially for students in class VIII 1 and VII 2, for their participation and time for being the subject in this research.
6. The researcher beloved sisters Nur Afiah and Nurul Falah for their support and motivation to her.
7. All her best friend in English Department in year 2014 for their help, brotherhood, togetherness and advices. Especially for Rasda Aras, Nurul Istiqamah As'ad, Haslindah, Rismayani A, Putri Imam Pirammim, Virda Deviyanti, Juliana, Andi Rahmania. Who are always with her to face all happiness, sadness, and always support guidance, accompany in the process of her study.
8. All the people who the names cannot be mentioned one by one for the contribution in finshing this research.

Finally, the researcher relizes that this thesis is still far being perfect therefore, constructive suggestion needed for the progress of the next study. It

is a great pleasure for the writer to receive critics and suggestions in developing this research and it will have some value for her and for a better thing in the future. The writer hopes that this research will give an important contribution to the English Program of Tarbiyah and Adab Department of State Islamic Institute of Parepare and all.

The researcher is also fully aware that only to Allah SWT hopes and prays . Hopefully, all the help and kindness that is obtained is answered by Allah by charity.

May the Almighty Allah swt be always with us

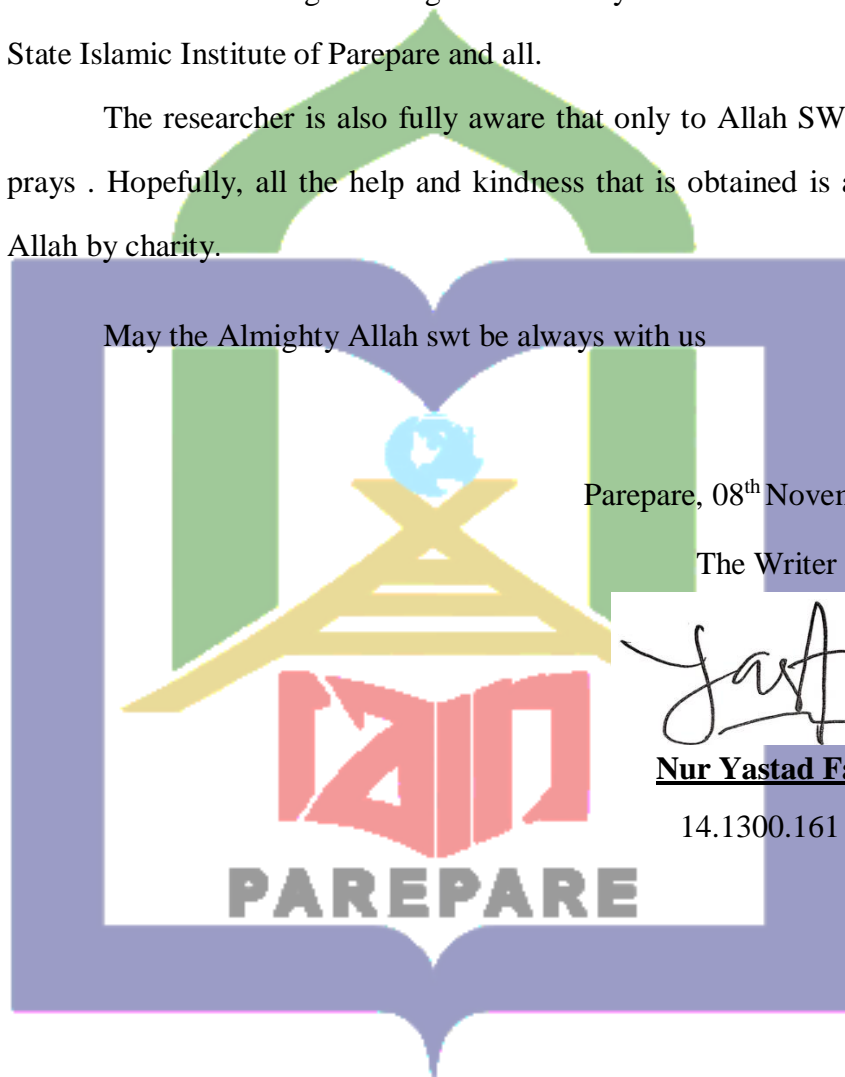
Parepare, 08<sup>th</sup> November 2018

The Writer



**Nur Yastad Fajrah**

14.1300.161



## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : NUR YASTAD FAJRAH  
Student Reg. Number : 14.1300.161  
Study Program : English  
Department : Tarbiyah and Adab  
Tittle of Skripsi : Improving Students' Vocabulary Through Semantic  
Field of Eighth Year Students of SMP Negeri 9  
Parepare.

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 08<sup>th</sup> November 2018

The Researcher



**Nur Yastad Fajrah**

14.1300.161



## ABSTRACT

**NUR YASTAD FAJRAH.** *Improving Students' Vocabulary Through Semantic Field of Eighth Year Students of SMP Negeri 9 Parepare.* (Supervised by Anwar and Amzah).

The objective of the research was to get empirical evidence about the used of semantic field in students' vocabulary of eighth year students of SMP Negeri 9 Parepare. The population of this research was all of the eighth year students. The total number of population was 289 students. The researcher used purposive sampling by taking the class as sample, VIII 1 consisted of 32 students as experimental class, so the number of sample was 32 students. The research used quantitative research with pre-experimental design by collecting data from pre-test and post-test. The data were analyzed by using T-test formula, to find out the significsnt difference between recent method and related words method in teaching vocabulary through the score pre-test and post-test.

After analyzing the data, the researcher found that there is improvement of the students' vocabulary of the eighth year students at SMP Negeri 9 Parepare through semantic field, where t-test value (16.139) is bigger than t-table (2.039) with  $df = 31$ , with  $\alpha = 5\%$ . It means that hypothesis alternative ( $H_a$ ) was accepted and hypothesis null ( $H_0$ ) was rejected. It can be concluded that through semantic field the students' vocabulary of eighth year students of SMP Negeri 9 Parepare can imoprove.

Keywords: *Semantuc Field, Students' Vocabulary.*

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

The advance of communication and information has motivated people to learn a language by using various devices of communication, people feel easier to communicate their purposes to others wherever and whenever they want to do. Even more the communication they have often crossed other countries. This is especially involved in the case of communication.

Language is very important for all human beings in the world because it is a means of international communication. People used the language to express their idea, feeling, and emotion. Language is the system of sounds and word used by human to express their thoughts and feelings.<sup>1</sup>

Nowdays, many people learn the international language. English is one of international languages, which is used throughout the world and also English is used in many fields of life such as in politics, economics, social and education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. English is one of the foreign languages for Indonesian students that must be learnt in school since kindergarten until university level.

English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language based on the system of structure, pronunciation and vocabulary. English teaching involves of four language skills, they are listening, speaking, reading and writing. Moreover,

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<sup>1</sup> A S Hornby, *Oxford Advanced Learner's Dictionary, 5<sup>th</sup> Edition* (New York: Oxford University Press, 1995), P. 662.

Language has three distinct component : pronunciation, grammar, and vocabulary.<sup>2</sup> Vocabulary is one of the components of language.

Vocabulary is one of the important aspects in teaching English language, As Richards said that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.<sup>3</sup> So students must keep learning words as they learn structure, as they process of writing, as they read and as they practice sound system.

Teaching vocabulary is not easy because English is a foreign language where students not only have to know the words, but also they have to know the meaning of the words. Meanwhile, most of students do not know the meaning of some vocabulary in a test, so they cannot answer the question, may be they just guess what the meaning of the word itself by the context. In addition, the learners cannot understand the passage or text in reading text and what people saying to us or when hearing something in listening skill if they have limited vocabulary knowledge, they also cannot express their idea on their minds orally or written in speaking and writing skills if they have no vocabulary knowledge on their minds. And they keep passive when teacher teaches in the class. All of those problems can come from student themselves or from the teacher. In teaching way, commonly teachers teach the way they learned. They think that their ways are easy and right to apply to their students.<sup>4</sup> They do the same manner to the students without thinking about students need.

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<sup>2</sup> Paul Pimsleur, *How to Learn a Foreign Language* (New York: Simon & Schuster, 2013), p.7. <http://b-ok.xyz/book/2369194/544b68> (February, 09 2018).

<sup>3</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 255. <http://b-ok.xyz/book/647615/c9c3f2> (April, 08 2018)

<sup>4</sup> Rita S. Dunn and Kenneth J. Dunn, Learning styles/ Teaching Styles : Should They.. Can They.. be Matched?, *Educational Leadership Journal*, January 1979, p. 241. [www.ascd.org/ASCD/pdf/journals/ed.../el\\_197901\\_dunn.pdf](http://www.ascd.org/ASCD/pdf/journals/ed.../el_197901_dunn.pdf) (accessed January, 18 2018)

Based on the fact above, teacher needs way or method to convey material easier. It has to be fun learning process so the students could accept the material clearly and they felt comfortable in the classroom. Various ways have been introduced to vocabulary learning. One of the method for the teachers to enrich students' vocabulary that has connection with the area of semantic field. Jordan argued that "Semantic links play an important role in production. This suggests the use of semantic field based on presentation method..."<sup>5</sup> So, the researcher used with semantic field to teach vocabulary by using hyponymy, synonym, and antonym. Murcia said "A common way for teacher to elucidate the meaning of a target word is to relate it to another word that the students already know."<sup>6</sup> It is hoped to help the teachers to explain vocabulary items easier by giving examples in the relation of a word with the other words. Harmer adds that "What a word means is often defined by its relationship to other words."<sup>7</sup> Then, the students will have description about the vocabulary items which are explained by their teacher.

Based on the explanation above about using Semantic Field in improve students' vocabulary of Eighth Year Students of SMP Negeri 9 PAREPARE. It is expected that the research on teaching can offer an alternative providing the method in teaching vocabulary. Motivating and facilitating the student to learn vocabulary. For the reason above, the researcher decides to carry out a research that is entitled

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<sup>5</sup> R. R. Jordan, *English for Academic Purposes. A guide and Resource Book for Teachers*, (Cambridge: University Press, 1997), p. 154

<sup>6</sup> Marianne Celce Murcia, *Teaching English as a Second Language or Foreign Language, Second Edition* (Massachusetts: Heinle Publisher, 1991), p. 301. <http://b-ok.xyz/book/3024128/f1bbf6> (January, 18 2018)

<sup>7</sup> Jeremy Harmer, *The Practice of English Language Teaching* (London : Longman Group, 2001) , p. 18

“Improving Students’ Vocabulary Through Semantic Field of Eighth Year Students of SMP Negeri 9 Parepare”.

## **1.2 Problem Statement**

Based on the previous background, the researcher formulated problem of the research:

Is the use of semantic field improve students’ vocabulary of eighth year students of SMP Negeri 9 Parepare?

## **1.3 Objectives of the research**

Relating of the problem statement, the researcher decided the objective of the research is to examine:

To find out the the use of semantic field improve students’ vocabulary of eighth year students of SMP Negeri 9 Parepare.

## **1.4 Significance of the Research**

### **1.4.1 Teacher**

This research is expected to be piece of useful information for English teacher at SMP Negeri 9 Parepare in teaching vocabulary. Hopefully this finding may give an idea of the English teaching process.

### **1.4.2 Students**

The research is expected to be usful input for the students to encourage them to master and improve their English vocabulary.

### **1.4.3 The next researchers**

The result of this research will be expected to be useful information and give motivation to the next researcher to creat idea another researcher about the good method in teaching vocabulary through semantic field.



## CHAPTER II

### REVIEW AND RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept of Vocabulary

##### 2.1.1.1 Definition of Vocabulary

Language is as an oral or written communication tool. To communicate by using foreign language, especially English language, someone is not only demanded to have grammar ability, but also need to master a vocabulary. Without grammar, vocabulary combination thinks, and ideas cannot delivered correctly, without vocabulary, there is no something to deliver in the communication.

Knowledge of new words and new meaning keep increasing as we grow older and we are often very conscious of this growth and change. As we all may know, vocabulary is very important to improve our knowledge. We can find all information that we want by understanding our reading. As the English teachers, we can give our student some ways to make them interested in mastering their vocabulary. We do not much time just for looking up the difficult word in dictionary.

Schmitt said “We must consider what we mean by vocabulary. The first idea that probably springs to mind is *words*, a formulation that is admirably adequate for the layperson.”<sup>1</sup> It means that vocabulary is the important thing for the people.

Acquiring vocabulary Murcia said that “Vocabulary can be defined, roughly, as the words we teach in the foreign language.”<sup>2</sup> from the explanation above, it is clear that vocabulary cannot be separated from learning English as foreign language.

<sup>1</sup> Norbert Schimtt, *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press, 2000), p.1. <http://b-ok.xyz/book/875604/409ad1> (April, 08 2018)

<sup>2</sup> Marianne Celce Murcia, *Teaching English as a Second Language or Foreign Language, Second Edition*, p. 60.

In other references by Dan Douglas states that knowledge of vocabulary is one of the most important aspects that includes in language knowledge,<sup>3</sup> that means vocabulary is very important thing in everybody who learn languages.

According to Jack C. Richards and Willy A. Renandya, “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.”<sup>4</sup>

Its means that the first thing we have to learn English is we have to mastery the vocabulary, because with vocabulary we can learn Language skill easier and will be useful for the process of achieving language teaching objectives. In the other word, Vocabulary is the important subject in language learning, if we lack vocabulary will face a lot of problems.

From the statements above, the writer concludes that vocabulary as one of the most important aspects of communication especially in foreign using words in a language with rules for combining them to make up a language.

#### 2.1.1.2 Kinds of vocabulary

There are several kinds of vocabulary usually used in general to communicate in the societies. Almost everyone has atleast four basic vocabularies, they are<sup>5</sup>:

2.1.1.2.1 Speaking Vocabulary: composed notably of words that come readily to the speaker’s tongue.

2.1.1.2.2 Writer Vocabulary: this includes the words in the speaking vocabulary plus other word that someone can call up.

<sup>3</sup> Dan Douglas, *Assesing for Specific Purpose*, (Cambridge: Cembridge University Press, 2000), p. 35. <http://b-ok.xyz/book/1006974/2faaf9> (April, 15 2018)

<sup>4</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, p. 255.

<sup>5</sup> Gorrel and Laird., “*Modern English Hand Book, Sixth Edition*”, (New Jersey: Prentice Hall 1967) p. 283-284. <http://b-ok.xyz/book/2292413/cea3b1> (April, 08 2018)

2.1.1.2.3 Reading Vocabulary: including words that would know when someone sees them written.

2.1.1.2.4 Acquaintance Vocabulary: includes the tree above. And it includes also a considerable number of words, which the owner has seen or heard before.

Aeborsold and field in their book divided Vocabulary into Receptive and Productive vocabulary, they said that:

1. Receptive Vocabulary is vocabulary that readers recognize when they see it but do not use when they speak or write.
2. Productive Vocabulary is the vocabulary that people actually use to speak or write.<sup>6</sup>

Based on John Haycraft, vocabulary is divided into active and passive vocabulary; active vocabulary is the words that students can understand, can pronounce correctly and use constructively in speaking and writing. Passive Vocabulary is the words that students recognize and understand when they occur in a context, but which cannot produce correctly.<sup>7</sup>

John Read in his book, *Assessing Vocabulary*, mentioned two kinds of vocabulary based on its form and function, they are:

a. Function Words

These are the words, which only have a full meaning when they are integrated with other word. It includes articles, preposition, pronoun, conjunction, auxiliaries, etc.

<sup>6</sup> Jo Ann Aeborsold and Mary Lee Fields, *From Reading Teacher: Issues and Strategies for Second Language Classroom*, (Cambridge: Cambridge University Press, 1997) p. 13

<sup>7</sup> John Haycraft., *Introduction to English Language Teaching*, (Harlow: Longman Group Limited, 1978), p. 44. <http://b-ok.xyz/book/2284597/c5fc48> (March , 10 2018).

## b. Content Words

These are the words, which have a full meaning and provide links within sentences. It includes noun, full verb, adjectives, and adverb.<sup>8</sup>

Those are kinds of vocabulary. From the kinds of vocabulary mentioned above, the writer concludes that there are many kinds of vocabulary such as: Productive and Receptive vocabulary, Active and Passive vocabulary, Function words, Content words, Substitute words and words of negative or affirmative distribution.

### 2.1.1.3 The technique in Teaching English Vocabulary

Vocabulary is basic to communication. If people do not recognize the meaning of the key words used by those who address them, they will not be able to participate in the conversation. If they want to express ideas or ask for information, they must be able to produce words to convey their meaning. Thus vocabulary learning is very crucial in developing competence in a second or foreign language.

In teaching vocabulary, the teachers are hoped to have some techniques in order to make students familiar with the vocabulary so that they understand new word easily. The techniques functions not only to help the students grasp the meaning of new words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of students. Harmer mentions that the following aids can help to explain new vocabulary are:<sup>9</sup>

<sup>8</sup> John Read, *Assessing Vocabulary* (Cambridge: Cambridge University Press, 2000), <http://b-ok.xyz/book/941828/5852d4> (May, 25 2018).

<sup>9</sup> Jeremy Harmer, *The Practice of Language Teaching*, (London: Longman, 1983), p.161& 177 . <http://b-ok.xyz/book/1124770/366de4> (March , 10 2018).

#### 2.1.1.3.1 Realia

This is the word to refer the use of real objects in the classroom. Thus the words „book“, „pencil“, or „chair“, can be easily explained by showing students a book, a ruler, or a chalk. This is clearly satisfactory for certain single words, but the use of realia is limited to things that can be taken easily from the classroom.

#### 2.1.1.3.2 Pictures

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of vocabulary items: the teacher can draw pens, rulers, pencils, and books in the blackboard/whiteboard, or have magazines picture of trucks, bicycle, train, or bus onto cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing the meaning of the sentence, for instance: there are three people in the classroom.

#### 2.1.1.3.3 Mime, action, and gesture

It is often impossible to explain the meaning of words and grammar either with realia or in picture. An action, in particular, is probably better explained by mime. Gesture is useful for explaining words like „from“, „to“, etc. or indicating that the past is being talked about (the teacher gestures backwards over his shoulder)

#### 2.1.1.3.4 Contrast

A visual element sometime may not be sufficient to explain meaning and contrast can be used. Thus, the meaning of “full” is better understood in the context of “empty”, “big” in the context of “small”, etc.

#### 2.1.1.3.5 Enumeration

The word “vegetable” is difficult to be explained visually. If, however, the teacher rapidly lists (or enumerates) a number of vegetables, the meaning will become clear. The same is true of a word like “clothes”.

#### 2.1.1.3.6 Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It will be important in giving such explanations to make sure that the explanations include information about when the item can be used. For example, it would be unsatisfactory just to say that “mate” is a word for “friend” unless you point out that it is colloquial informal English and only be used in certain context.

#### 2.1.1.3.7 Translation

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating, this will impede the students’ learning since they want to hear and use the target language, not their own. Nevertheless, it seems silly not to translate if by doing so; a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, he can quickly translate it.

Translation then, seems a useful measure if it is used sparingly, but it is hoped to be used with caution. These aids and measure may be useful for explaining the meaning of a word or a sentence.

There are many kinds of technique in teaching vocabulary to English learners such as mentioned above. But from the statements mentioned above, the writer concludes that the away in teaching vocabulary in English classroom is depend on the teacher to choose the the best way to make student feel easy to learn vocabulary.

#### 2.1.1.4 Importance of Learning Vocabulary

Vocabulary mastery is really important in learning English. Vocabulary, much more than grammar, is the key to students understanding what they hear and read in school; and then communicating successfully with other people. Although their structure is low, if they master on vocabulary, it will make them better on their English skills.

Thornby quotes Wilkins' statement that "Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed."<sup>10</sup>

A good store of words is crucial for understanding and communication. A major aim of most teaching programs is to help students to gain a large vocabulary of useful words. In every lesson, students have to introduce new words and practice them, making clear the meanings and the ways in which each can be used.

Furthermore, a good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word, learners will be able to comprehend the reading materials, catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words used by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

#### 2.1.1.5 Problems in Learning Vocabulary

In learning vocabulary, students might get some difficulties. Some factors that often cause this problem are:<sup>11</sup>

<sup>10</sup> Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), p. 19. [https://kupdf.com/queue/how-to-teach-vocabulary-scott-thornbury-ebook-pdf\\_58f8378adc0d60a84ada980a\\_pdf?queue\\_id=-1&x=1527175416&z=MjAyLjY3LjM3LjI0](https://kupdf.com/queue/how-to-teach-vocabulary-scott-thornbury-ebook-pdf_58f8378adc0d60a84ada980a_pdf?queue_id=-1&x=1527175416&z=MjAyLjY3LjM3LjI0) (March, 22 2018)

<sup>11</sup> Scott Thornbury, *How to Teach Vocabulary*, p. 27—28.



#### 2.1.1.5.1 Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners such as *regular* and *lorry* for Japanese speakers.

#### 2.1.1.5.2 Spelling

Words that contain silent letters are particularly problematic, such as *foreign*, *listen*, *climbing*, *honest*, etc.

#### 2.1.1.5.3 Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their “learn ability”.

#### 2.1.1.5.4 Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its first language equivalent.

#### 2.1.1.5.5 Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: You *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*.

#### 2.1.1.5.6 Range, connotation and idiomatic

Word that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range.

Learning vocabulary seems to be one of the easiest things about learning a language, but it’s also one of the hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When learning



vocabulary, students will also learn about other aspects of word such as usage, pronunciation, grammatical, and so on. So it often makes difficulties for the students to comprehend the vocabulary.

### 2.1.2 The Concept of Semantic Field

Semantic field is a group of words that are related because they are from the same area of knowledge or interest.<sup>12</sup> Richard, Platt and Weber defines “semantic field” is organization or group of each word in a system that showed relation of a word with other words.

Besides that Harimurti states that semantic field is part of semantic system of languages which illustrates part of culture or some certain reality that is realized by correlated-lexical elements.<sup>13</sup> For example the semantic field of agriculture includes: *farm, farming, tractor, meadow, crop* etc. A semantic field is a technical term in discipline of linguistics to describe a set of words grouped in a certain way. The term is also used in other academic disciplines, such as anthropology and computational semiotics.<sup>14</sup>

Brinton defines “semantic field” or “semantic domain” relates the linguistics concept to hyponymy: “Related to the concept of hyponymy, but more loosely defined, is the notion of a semantic field or domain. A semantic field denotes a

<sup>12</sup> Englishbiz, “*Semantic Field Grammar.*” Englishbiz official site, <http://www.englishbiz.co.uk/grammar/mainfiels/definitionsn-z.htm>, p.1. (Juny, 25 2018).

<sup>13</sup> Wahyu Sundayana and Aziz Aminudin, *Semantik*, Jakarta: Universitas Terbuka, 2007.

<sup>14</sup> Peter Bogh Andersen, *A Theory of Computer Semiotics: Semiotic Approaches to Construction and Assessment of Computer Systems* (Melbourne: Cambridge University Press, 1990), p.237. (Accessed July, 08 2018).

segment of reality symbolized by a set of related words. The words in a semantic field share a common semantic property”.<sup>15</sup>

A general and intuitive description is that words in a semantic field are not synonymous, but are all used to talk about the same general phenomenon. A meaning of a word is dependent partly on its relation to other words in the same conceptual area. The kinds of semantic vary from culture to culture and anthropologists use them to study belief systems and reasoning across cultural group.

Andersen identifies the traditional usage of “semantic field” theory as: “Traditionally, semantic fields have been used for comparing the lexical structure of different languages and different states of the same language.”<sup>16</sup>

Lyons suggests several primitive semantic relationships, such as synonymy, incompatibility, class inclusion, antonym, hyponymy, complementary, homonymy, and conversances, although a few others should be added, and perhaps some of this can be further divided. These relationships apply principally to paradigmatic contrasts-words which are nouns, adjectives, or verbs.<sup>17</sup>

Nation (2000) points out the following reasons for teaching L2s semantically related words:<sup>18</sup>

1. It requires less effort to learn words in a set.

<sup>15</sup> Laurel J. Brinton, *The Structure Modern English : A Linguistics Introduction* .(New York: John Benjamins Publishing Company. 2000), p.122. [elib.npu.edu.ua/bscatalog/download/FCYlzJv3WcIfSG](http://elib.npu.edu.ua/bscatalog/download/FCYlzJv3WcIfSG) (Accessed March, 12 2018). (Accessed July, 08 2018).

<sup>16</sup> Wedhawati, “Lexical fields Componential Analysis and Definition of Lexical Sense”, *Rintisan dalam Kajian Leksikologi and Leksikografi*, no 2 (2002), January 27, 2011, p. 122.

<sup>17</sup> Adrienne Lehrer, *Semantic Field and Lexical Structure* (New York: North Holland Publishing Company, 1974), pp.22-23.

<sup>18</sup> I. S. P. Nation, “*Learning vocabulary in lexical sets: Dangers and guidelines.*” *TESOL Journal*, vol. 9 , (2000), p. 6-10.

2. It is easier to retrieve related words from memory.
3. It helps learners see how knowledge can be organized.
4. It reflects the way such information is stored in the brain.
5. It makes the meaning of words clearer by helping students to see how they relate to and may be differentiated from other words in the set.

It is important to note that the benefits of using semantically related words rely on very specific conditions of learning, such as task characteristics, level of proficiency of the learners, degree of contextualization, and so forth. Related words strengthen one another's meaning and so we acquire words in association with other related words. Psychologists believed that words which are close to each other can be recalled easily.

#### 2.1.2.1 Kinds of Semantic Field

##### 2.1.2.1.1 Synonymy

Synonymy is different words with almost identical or similar meanings, synonym words are said to be synonymous. The word comes from ancient Greek *syn* ("equal" or "similar") and *onoma* ("name").<sup>19</sup>

Therefore synonym is the relationship of semantic which states the similarity of meaning between utterances with other utterances. For example, between the words "right" and "correct" or "buy" and "purchase", "quickly" and "speedily", "sick" and "ill", and between sentences ; "Dika kick the ball" with "the ball is kicked by Dika".

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<sup>19</sup> "Description of Synonym.," *Wikipedia, the Free Encyclopedia*.  
<http://en.wikipedia.org/wiki/synonym> (March, 12 2018).

Synonyms not only describe general ideas but also make a distinction between meanings of the words. Although the meaning of the words; *pretty, comely, good, nice, beautiful, gorgeous, kind, etc.* have same meaning, people never say:

- a. A kind woman
- b. The girl is gorgeous

But

- a. A pretty women
- b. The girl is comely

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

#### 2.1.2.1.2 Class Inclusion

Class inclusion is one statement includes another, as *I like fruits* includes *I like apples*. Again, this relationship is unidirectional: *I like apples* does not include *I like (all) fruit*.<sup>20</sup> Occasionally there is no appropriate head word for taxonomy, though of course speakers have number of devices for filling the gap. For example, in English there is a set of terms, *pot, jar, glass, vase, bottle, etc.* referring to containers capable of holding liquids. Container is too general since it is also a head word for *box, basket, and sack*. The word *vessel* might be used, though speakers feel the *vessel* is odd. A simpler example is absence of a „comfortable“ superordinate term to cover *brother* and *sister*, *sibling* is rather technical. Similarly, there is no term that includes *aunt* and *uncle*.

<sup>20</sup> Laurel J. Brinton, *The Structure Modern English : A Linguistics Introduction*, p.133.

### 2.1.2.1.3 Antonym

In the book “An Introduction to Language” Fromkin says “the meaning of a word may be partially defined by saying what it is not. *Male* means not *female*, *dead* means not *alive*. Words that are opposite in meaning are often called antonyms”.<sup>21</sup> Ironically, the basic property of words that are antonyms is that they share all but one semantic property. *Beautiful* and *tall* are not antonyms; *beautiful* and *ugly*, or *tall* and *short*, are. The property they do not share is present in one and absent in the other. There are several kinds of antonym. There are complementary pairs:

*Alive/Dead*

*Present/absent*

*Awake/Asleep*

They are complementary in that *not alive* = *dead* and *not dead* = *alive*, and so on. There are gradable pairs of antonyms:

*Big/Small*

*Hot/Cold*

*Fast/Slow*

*Happy/Sad*

The meaning of adjectives in gradable pairs is related to the object they modify. The words themselves do not provide an absolute scale. Thus we know that “a *small elephant*” is much bigger than “a *large mouse*”. Fast is faster when we applied to an airplane than to a car.

With gradable pairs, the negative of one word is not synonymous with the other. For example, someone who is not happy is not necessarily sad. It is also true of

<sup>21</sup> Victoria Fromkin and Robert Rodman, *An Introduction to Language* (Fort Worth: Harcourt Brace College Publisher, 2003), p.182. <http://b-ok.xyz/book/2826170/6afac7> (Accessed March, 15 2018).

gradable antonyms that more of one is less of another. *More bigness is less smallness; wider is less narrow; taller is less short.*

Gradable antonyms are often found among sets of words that partition a continuum:

*Tiny-small-medium-large-huge-gargantuan-euphoric-elated-happy-sad-gloomy-despondent.*

Antonymy is relation of opposite; there are several subtypes of antonym relation:

- a. Contrary antonyms are those, like *short/tall* and *old/young*, in which the assertion of one entails the negation of the other, but the negation of one does not entail the assertion of the others, as illustrated in  
*Gladys is tall -> Gladys is not short*  
*Gordon is not tall -/-> Gordon is short*
- b. Complementary (also called contradictory) antonyms are those for which the assertion of one entail the negation of the other and *vice versa*, as in  
*That integer is even -> that integer is not odd*  
*That integers is not odd -> that integer is even*
- c. Not all adjectival antonyms fit so nicely into these categories. So-called **gradable complementaries**, like *dishonest/honest*, lie between complementarity and contrariety.
- d. Converse antonyms describe the same relation or activity from different perspective, and follow patterns like: if X is *p* to Y, then Y is *q* to X. for example since bill (X) is a parent (*p*) to Madeline (Y), Madeline (Y) is a child (*q*) of bill's (X).

- e. Reversive opposites involve the undoing of some action: *tie/untie construction/demolition*. Converse and reversive antonyms can be collected, along with other miscellaneous examples (e.g. *come/go*), in general category of directional **antonyms**.<sup>22</sup>

#### 2.1.2.1.4 Homonymy

Homonymy is different words that are pronounced the same, but may or may not be spelled the same.<sup>23</sup> To, *too*, and *two* are homonyms despite their spelling differences. Homonym can create ambiguity. A word or a sentence is ambiguous if it can be understood or interpreted in more than one way. The sentence:

I'll meet you by the *bank*

The sentences may mean *I'll meet you by the financial situation* or *I'll meet you by the riverside*. The ambiguity is due to the two words bank with two different meanings. Sometimes additional context can help disambiguate the sentence:

I'll meet you by the *bank*, in front of the *automated teller machine*.

I'll meet you by the *bank*. We can go *skinny-dipping*.

Homonymy are good candidates for humor as well as for confusion.

"How is bread made?"

"I know that!" Alice cried eagerly.

"You take some *flour* \_\_\_\_\_"

<sup>22</sup> M. Lynne Murphy, *Cambridge textbooks in linguistics: lexical meaning*, (Cambridge: Cambridge University press, 2010), p. 120. <http://b-ok.xyz/book/2695540/cede78> (May, 25 2018).

<sup>23</sup> Victoria Fromkin and Robert Rodman, *An Introduction to Language* (Fort Worth: Harcourt Brace College Publisher, 2003), p.179. <http://b-ok.xyz/book/2826170/6afac7> (Accessed March, 15 2018).



“Where do you pick the flower?” the white queen asked, “In garden or the hedges?”

“Well, it isn’t picked at all” Alice explained; “it’s ground \_\_\_\_\_”

“How many acres of ground?” said the White Queen.

The humor of this passage is based on the two sets of homonyms; *flower* and *flour* and the two meaning of *ground*. Alice means ground as the past tense of *grind*, whereas the white queen is interpreting *ground* to mean “earth”.

A related concept is heteronym. Two words are heteronyms if they are spelled the same, but pronounced differently, and have different meanings. *Dove* the bird and *dove* the past tense of *dive* are heteronyms, as are *bass*, *bow*, *lead*, *wind* and hundreds of others.

Homographs are words that are spelled the same, but have different meanings, such as *dove* the bird, and *dove*, the past tense of *dive*. When homonyms are spelled the same, they are also homographs, for example *bear* and *bear*, but not all homonyms are homographs (*bear* and *bare*). On the other hand, by definition, all heteronyms are also homographs. The following table should help sort out these confusing, over-lapping terms.

	Homonyms	Heteronym	Homographs
<b>Pronounced identically</b>	yes	no	yes/no
<b>Spelled identically</b>	yes/no	yes	yes

#### 2.1.2.1.5 Hyponymy

The people know that the words *red*, *white*, and *blue* are “color” words, that is their lexical representations have the feature (+color) indicating a class to which they all belong. Similarly *lion*, *tiger*, *leopard*, and *lynx* have the feature (+feline).



Such sets of words are called hyponyms.<sup>24</sup> The relationship of hyponym is between the more general term such as color and the more specific instance of it such as *red*. Thus *red* is a hyponym of feline; or equivalently, *color* has the hyponym *red* and *feline* has the hyponym *lion*.

In linguistics, a hyponym is a word or phrase whose semantic field is include within that of another word, its hypernym (sometimes spelled hyperonym outside of the natural language processing community). In simpler terms, a hyponym shares a *type-of* relationship with its hypernym. For example,

*Scarlet, vermilion, carmine, and crimson* are all hyponyms of *red* (their hypernym), which is, in turn, a hyponym color.

#### 2.1.2.1.6 Converseness

Converseness is the relationship that holds between such as pairs of words *buy-sell* and *husband-wife*.<sup>25</sup> Kin terms like *husband-wife*, *parent-child* are also given as an examples of converse terms, and similar kinds of sentential relationships hold. Some members of converse pairs seem more dispensable than others. If *buy* were to disappear from the vocabulary of English, it would still possible (and not too difficult) to talk about certain transaction just using *sell*.

#### 2.1.2.1.7 Polysemy

Polysemy is similar to homonymy, but in polysemy there is close relation between word and syllable shape is the same.<sup>26</sup>

<sup>24</sup> Victoria Fromkin and Robert Rodman, *An Introduction to Language* (Fort Worth: Harcourt Brace College Publisher, 2003), p. 180-184. <http://b-ok.xyz/book/2826170/6afac7> (Accessed March, 15 2018).

<sup>25</sup> Adrienne Lehrer, *Semantic Field and Lexical Structure* (New York: North Holland Publishing Company, 1974), p.27.

<sup>26</sup> John saeed, *semantic* (oxford, Blackwell, 2000), p. 63-71. <http://b-ok.xyz/book/1124770/366de4> (May, 25 2018).

Example:

Hook 'kail'

Hook 'pengait'

Hurford and Heasley identify polysemy when the same word (word form) has several very closely related senses. *Mouth* (of a river vs of an animal) is a case of polysemy.

Homonyms are word forms pronounced or spelt in the same way but having unrelated senses far apart from each other and not obviously related to each other in any way. *Mug* (drinking vessel vs gullible person) is a clear case of homonymy.<sup>27</sup>

Brinton's stated that polysemy is a word has more one meaning out of context; the meanings are related to one another, e.g.:

Court: \_enclosed area', \_retinue of a sovereign', \_judicial tribunal'; Mouth: \_opening through which an animate being takes food', \_the part of the river which empties into a lake or a sea'.

#### 2.1.2.2 Advantages and Disadvantages of Semantic Field

##### 2.1.2.2.1 Advantages

There are some advantages of using semantic field. Semantic field strengthen one another's meaning and so we acquire words in association with other related words. Psychologists believed that words which are close to each other can be recalled easily. Psychologist also believed that words are not stored in our mental terminology as a single item, but forming clusters with related concepts.<sup>28</sup>

<sup>27</sup> J. R. Hurford and B. Heasley, *Semantic: A Coursebook*. (Cambridge: Cambridge University Press, 2007), p. 130. <https://archive.org/details/IifKgpmHurfordJ.R.HeasleyB.Semantics.ACousebook>. (May, 27 2018).

<sup>28</sup> Marzieh Ebrahim and Omid Akbari, PhD, "Comperative Effect of Presenting Vocabularies in Semantically Related Sets om Iranian EFL Learners' Short Term Retention" *Jurnal of Literature, Languages and Linguistic*, vol. 13 (2015), p.111. [iiste.org/Journals/index.php/JLLL/article/download/24822/25425](http://iiste.org/Journals/index.php/JLLL/article/download/24822/25425) (March, 11 2018)

Zipoli, Michael, Coyne, and McCoach also highlight that semantically related reviews can be used to “promote high levels of word learning”. Therefore, it is stressed that working with a group of related words should be delayed till secondary stage of learning L2, during which the learners are ready for taking advantage of making connections and noticing distinctions between lexical sets.<sup>29</sup>

The most important principle in support of using Semantic Field which posits that rather than being presented in a random list, vocabulary is organized by interrelationship between words, i.e., the mind group vocabulary by making association in meaning. Ullmann stated that semantic field theory which was the focus of many researchers reached its puberty by the idea of German scholar J. Trier in the 1930s, whose work has brought honor to having "opened a new phase in the history of semantics". And by that opinion Aitchison claimed that this technique which propose that there is an organization of semantic field in human brain.<sup>30</sup>

*semantic activation theory* indicates that words are processed in memory through mental structures called nodes. Aitchison suggest that when a node is activated, activation spreads through mutually connected links to other associated concepts. Thus, if words in mental lexicon are related in such associative networks as Aitchison cites, then teaching items in lexical sets would possibly assist learning words.<sup>31</sup>

<sup>29</sup> Elaheh Sotoudehnama and Faezah Soleimanifard, “The Effect of Teaching Vocabulary through Synonymous, Semantically Unrelated, and Hyponym Sets on EFL Learners’ Retention ” *Issues in Language Teaching*, vol. 2, no. 2 (December 2013), p.31. [ilt.atu.ac.ir/article\\_1362\\_90b02383002a81166bf372fd4d6c38e5.pdf](http://ilt.atu.ac.ir/article_1362_90b02383002a81166bf372fd4d6c38e5.pdf) (February, 02 2018)

<sup>30</sup> Marzieh Ebrahim and Omid Akbari, PhD, “Comparative Effect of Presenting Vocabularies in Semantically Related Sets on Iranian EFL Learners’ Short Term Retention” *Journal of Literature, Languages and Linguistics*, vol. 13 (2015), p. 110.

<sup>31</sup> Elaheh Sotoudehnama and Faezah Soleimanifard, “The Effect of Teaching Vocabulary through Synonymous, Semantically Unrelated, and Hyponym Sets on EFL Learners’ Retention ” *Issues in Language Teaching*, vol. 2, no. 2 (December 2013), p. 29.

In other reference Stoller and Grabe claimed that vocabulary should be taught and learned in semantic cluster to activate schemata and relate new material with what already exist in memory.<sup>32</sup>

Crystal also clear that the meaning of each word in a language is related to some other words in that language and this sense relation is what is needed for understanding new words.<sup>33</sup>

#### 2.1.2.2.2 Disadvantages

Nowadays, the belief that presenting words in semantic ease the process of vocabulary learning become an unsupported myth by some researchers. There is also some disadvantages of using semantic field.

According to Tinkham that learning semantically related groups of words (which directly descend from a common superordinate) together interfered with actual learning of the words. He emphasized that when learners were given a list of words that share a common superordinate, they learned more slowly than words not sharing a superordinate. Waring who replicated Tinkham's experimental study also obtained the same results.<sup>34</sup>

<sup>32</sup> Marzieh Ebrahim and Omid Akbari, PhD, "Comperative Effect of Presenting Vocabularies in Semantically Related Sets om Iranian EFL Learners' Short Term Retention" *Jurnal of Literature, Languages and Linguistic*, vol. 13 (2015), p. 111.

<sup>33</sup> Elaheh Sotoudehnama and Faezah Soleimanifard, "The Effect of Teaching Vocabulary through Synonitmous, Semantically Unrelated, an Hyponym Sets on EFL Learners' Retention " *Issues in Language Teaching*, vol. 2, no. 2 (Dcember 2013), p. 29.

<sup>34</sup> Elaheh Sotoudehnama and Faezah Soleimanifard, "The Effect of Teaching Vocabulary through Synonitmous, Semantically Unrelated, an Hyponym Sets on EFL Learners' Retention " *Issues in Language Teaching*, vol. 2, no. 2 (Dcember 2013), p. 29.

In other reference Hakkı Erten and Tekin also reported that the semantically related vocabulary items such as “synonyms, antonyms, hyponyms, or other such relations among words can cause confusion, and thus require extra time and effort”.<sup>35</sup>

On the other side of the coin, there are some other researchers who had state the disadvantages or negativ effect of semantically related words method. According to Finkbeiner & Nicol; Higa; Laufer; Nation; Tinkham; & Waring),who states that of similar words that share a common characteristic and superordinate concepts are introduced simultaneously, these words will interfere with each other and will negatively influence their retention due to overloading in short-term memory.<sup>36</sup>

There is theoretical studies and empirical evidence that come to the conclusion that presenting words in semantic cluster hinder L2 acquisition. Two theoretical ideas against semantic clustering are interference theory and the distinctiveness hypothesis. Delving into psychology of the first half of this century, different varieties of researchers dedicated to the study of "interference" and " the distinctiveness hypothesis". Interference theory Baddeley & Higa, states that “when words are being learned at the same time, but are too ‘similar’ or share too many common elements, these words will interfere with each other thus impairing retention of them” and Waring add that it is because traces in the brain compete with each other. According to Interference theory which formulated by McGeoch

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<sup>35</sup> Elaheh Sotoudehnama and Faezah Soleimanifard, “The Effect of Teaching Vocabulary through Synonitmous, Semantically Unrelated, an Hyponym Sets on EFL Learners’ Retention ” *Issues in Language Teaching*, vol. 2, no. 2 (Dcember 2013), p. 29-30.

<sup>36</sup> Marzieh Ebrahim and Omid Akbari, PhD, “Comperative Effect of Presenting Vocabularies in Semantically Related Sets om Iranian EFL Learners’ Short Term Retention” *Jurnal of Literature, Languages and Linguistic*, vol. 13 (2015), p. 112.

presenting L2 vocabulary in semantic set hinder rather than facilitate vocabulary learning.<sup>37</sup>

Based on the explanation above it can be seen that there are some advantages and disadvantages of using semantic field. And by those explanations the researcher tries to find out clearly about the effectiveness of using semantic field in improving students' vocabulary.

## 2.2 Previous Research Finding

There are some researchers who have conducted research methods by using semantic field. They are:

Ali Nasser Harb Mansouri in his thesis entitled "Semantic Field and Teaching of English Vocabulary, With Special Reference to Iraqi Secondary Schools" the similarity of this research with the recent research was the use of semantic field. But Ali's research has a different aim, that is, whether there is a place for semantic field in teaching of lexis for reading comprehension purposes in EFL situation. The findings indicate that the experiment offers strong evidence for the usefulness of semantic field analysis in teaching of lexis for reading comprehension skill at the receptive level.<sup>38</sup>

Endha Setyo Rini has done her research entitled "The Effectiveness of Using Hyponymy in Teaching Vocabulary" the similarity of this research and the recent research was the use of hyponym in teaching vocabulary. But this research only uses the hyponym in teaching vocabulary while the recent research uses antonym and synonym in her research. This research also has a different research design by using

<sup>37</sup> Marzieh Ebrahim and Omid Akbari, PhD, "Comparative Effect of Presenting Vocabularies in Semantically Related Sets on Iranian EFL Learners' Short Term Retention" *Journal of Literature, Languages and Linguistics*, vol. 13 (2015), p. 112.

<sup>38</sup> Ali Nasser Harb Mansouri, *Semantic Field and Teaching of English Vocabulary, With Special Reference to Iraqi Secondary Schools* (Thesis; university of Sheffield: England, 1985)



quasi experimental design while the recent research used pre-experimental design. the result of this research showed that the use of hyponymy was effective in teaching vocabulary for the first grade students of SMP N 1 Twangsari.<sup>39</sup>

In addition, Anggi Mutia, Adnan Latief, and Emalia Iragiliati done their research entitled “The Effectiveness of Using Related Words and Unrelated Words in Teaching Vocabulary for Seventh Graders”. The similarity of Anggi Mutia, Adnan Latief, and Emalia Iragiliati’s research is same in the use of synonym and antonym in teaching vocabulary. But the differences between Anggi Mutia, Adnan Latief, and Emalia Iragiliati’s research was this research also use homonym on their research while the recent research use the hyponym in her research. And the procedure or process and the research design that use quasi-experimental with posttest only. The conclusion appear that semantically related words is a better method than unrelated words method in teaching vocabulary.<sup>40</sup>

Based on the previous finding above, the researcher found that the previous research and this research are similar in the used of Semantic Field. The differences between previous research with this research are the aim and the research design. The researcher thinks that many ways to improve the method in teaching vocabulary. Therefore the teacher has to find the suitable method to improve the students in order to make their interest in learning English. So, through the method can make the students improve their vocabulary ability. In this case, the researcher will use semantic field in the learning process.

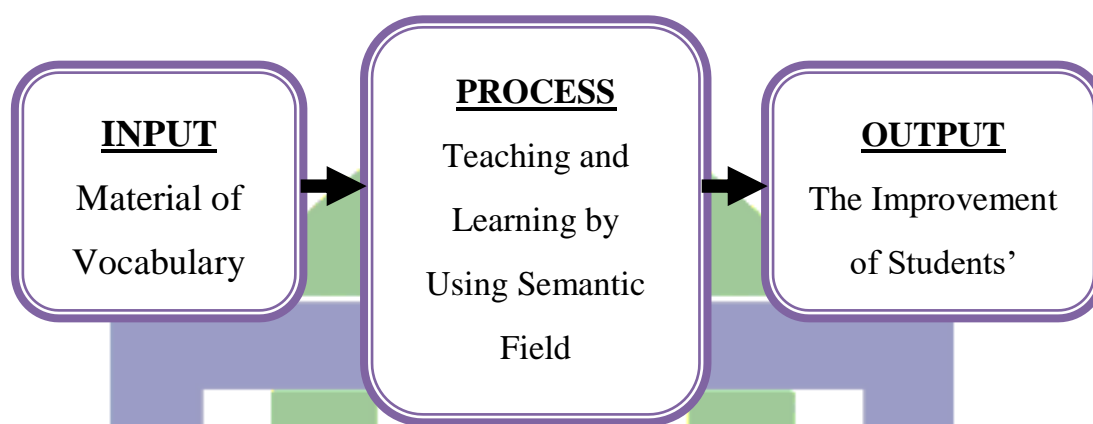
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<sup>39</sup> Endha Setyo Rini, *The Effectiveness of Using Hyponymy in Teaching Vocabulary* (Thesis; IAIN Surakarta: Surakarta, 2016)

<sup>40</sup> Anggi Mutia, Adnan Latief, and Emalia Iragiliati, “The Effectiveness of Using Related Words and Unrelated Words in Teaching Vocabulary for Seventh Graders,” *Jurnal Pendidikan Humaniora*, vol. 3 No. 1 (March 2015), p.57. <https://doaj.org/article/6c6ce969c80544dfa4db6b5a0c27afce> (accessed January, 18 2018)

### 2.3 The Conceptual Framework

The conceptual framework underlying this research is given in the following diagrams:



There are three main components of the diagram above and discussed briefly below.

1. Input: it refers to the the material applied in classroom
2. Process: It refers to the process of teaching and learning by using semantic field.
3. Output: It refers to the improvement of students' vocabulary after following the treatment using Semantic field.

### 2.4 Hypothesis

The researcher formulates the hypothesis as follow:

- $H_0$  : The use of semantic field cannot improve students' vocabulary of eighth year students of SMP Negeri 9 Parepare.
- $H_a$  : The use of semantic field can improve students' vocabulary of eighth year students of SMP Negeri 9 Parepare



## 2.5 Variable and Operational Definition of Research

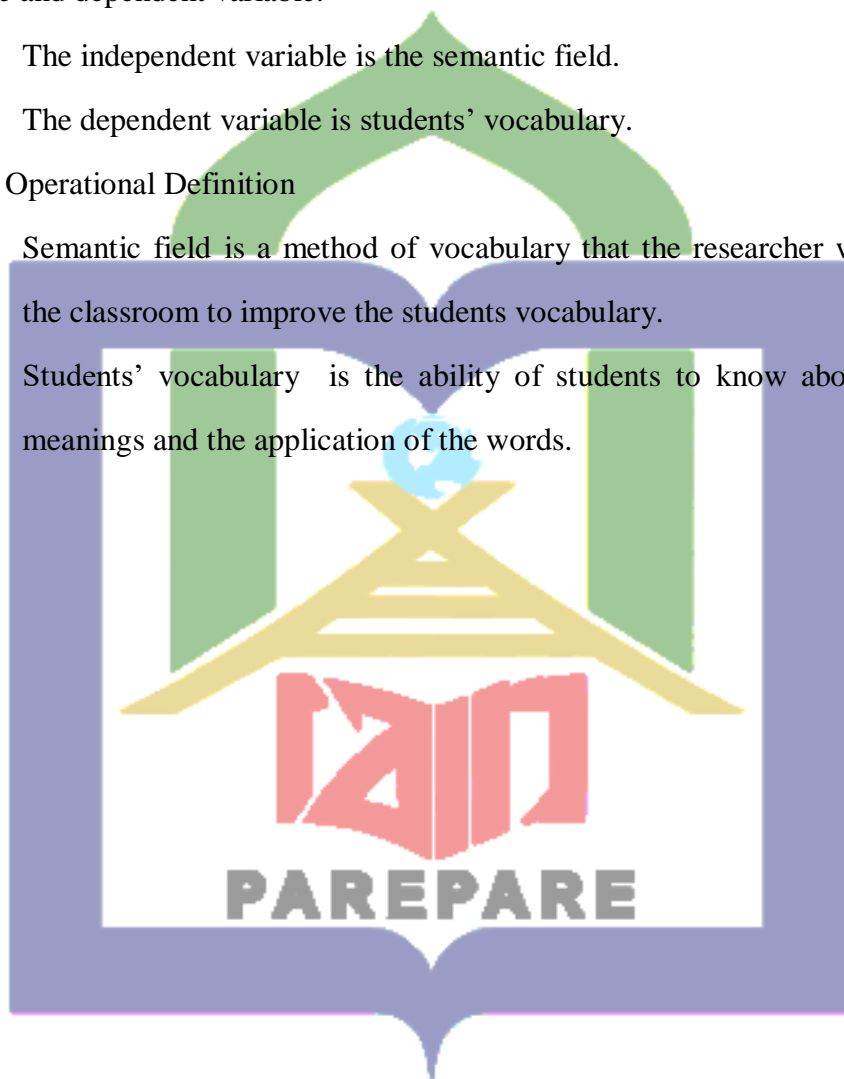
### 2.5.1 Variable

There are two variables involved in this research namely independent variable and dependent variable.

1. The independent variable is the semantic field.
2. The dependent variable is students' vocabulary.

### 2.5.2 Operational Definition

1. Semantic field is a method of vocabulary that the researcher will apply in the classroom to improve the students vocabulary.
2. Students' vocabulary is the ability of students to know about the word meanings and the application of the words.



## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

The research use quantitative research. The researcher has used pre-experimental One-Group Pre-test Post-test design. The design is prented as follows:

$$E = O_1 X O_2$$

Where:

E: Experimental Class

O<sub>1</sub>: Pre-test

O<sub>2</sub>: Post-test

X: Treatment<sup>1</sup>

#### 3.2 Location and Duration of the Research

The location of the research takes place in SMP Negeri 9 Parepare Jl. Bau Massepe No.94 A Parepare, South Sulawesi focusing to the Second year on academic year 2018 and the duration is around one months.

#### 3.3 Population and Sample

##### 3.3.1 Population

Population is the entire mass of observations, which is the parent group from which a sample is to be formed. Population means characteristics of a specific group.<sup>2</sup>

<sup>1</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*.(Bandung: Alfabeta,2015),p.116.

<sup>2</sup> Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*.(Romania:Bridge Center, 2015).p.40.

The population of this study was the eighth year students of SMP Negeri 9 PAREPARE in the academic year 2018/2019. There are 289 students and they are divided into nine classes.

**Table 3.1 The Population of the Eighth Year Students of SMP Negeri 9 Parepare**

No	Classes	Population		Total
		Male	Female	
1.	VIII-1	11	21	32
2.	VIII-2	15	17	32
3.	VIII-3	14	17	31
4.	VIII-4	15	16	31
5.	VIII-5	17	16	33
6.	VIII-6	16	17	33
7.	VIII-7	15	17	32
8.	VIII-8	16	17	33
9.	VIII-9	15	17	32
<b>Total Population</b>				289

*(Source of SMP Negeri 9 Parepare)*

### 3.3.2 Sample

The Study conducted at the eighth year students, VIII-1 for the experimental class. The total participant in this study is 64 students. The sampling technique used in this study is purposive sampling. The reason why the researcher choosed those class was because students understanding and knowledge about vocabulary was low.

**Table 3.2 Total Sample at the Eighth Year Students of SMP Negeri 9 Parepare**

No	Class		Sample		Total
			Male	Female	
1.	VIII-1	Experimental	11	21	32
<b>Total Sample</b>					32

*(Source of SMP Negeri 9 Parepare)*

### 3.4 Instrument of the Research

The researcher applied 2 vocabulary test as research instruments. The type of the test is translation test which consist 32 numbers.

### 3.5 Procedure of Collecting Data

In this case, the researcher collected the data of students, through pre-test and post-test. The procedure of collecting data as follows:

#### 3.5.1 Pre-Test

The researcher gave pre-test for students. The pre-test used to find out the students prior knowledge and to see homogeneity of the students' vocabulary before giving them treatment. The researcher used vocabulary translation tests. The knowledge of the meaning of the words in their first language was taken into consideration.

#### 3.5.2 Post-Test

The post-test is conducted to know the students' vocabulary mastery after the treatment. The topics tested in the post-test is the same as those in the pre-test, because both of them was used to measure the student' vocabulary after teaching by used semantic field.

### 3.6 Treatment

In treatment, the researcher doing some activities as follow:

#### 3.6.1 First meeting (Hyponym/ Food)

1. The researcher opened the class
2. The researcher gave motivation to the students before teaching the materials.
3. The researcher explained about the topic of materials.

4. The researcher showed the set of related words include their spoken, picture and translation.
5. The researcher asked students to write down the words.
6. Then the researcher gave the student a sheet of work paper, and answer the questions concerning the material that have been explain from the teacher.
7. Evaluation
8. The researcher closed the teaching process.

#### 3.6.2 The second meeting (Hyponym/ School)

1. The researcher opened the class
2. The researcher gave motivation to the students before teaching the materials.
3. The researcher explained about the topic of materials.
4. The researcher showed the set of related words include their spoken, picture and translation.
5. The researcher asked students to write down the words.
6. Then the researcher gave the student a sheet of work paper, and answer the questions concerning the material that have been explain from the teacher.
7. Evaluation
8. The researcher closed the teaching process.

#### 3.6.3 The third meeting (Topic-related vocabulary /Synonym)

1. The researcher opened the class
2. The researcher gave motivation to the students before teaching the materials.

3. The researcher explained about the topic of materials.
4. The researcher showed the set of related words include their spoken, picture and translation.
5. The researcher asked students to write down the words.
6. Then the researcher gave the student a sheet of work paper, and answer the questions concerning the material that have been explain from the teacher.
7. Evaluation
8. The researcher closed the teaching process.

#### 3.6.4 The forth meeting (Topic-related vocabulary /Antonym)

1. The researcher opened the class
2. The researcher gave motivation to the students before teaching the materials.
3. The researcher explained about the topic of materials.
4. The researcher showed the set of related words include their spoken, picture and translation.
5. The researcher asked students to write down the words.
6. Then the researcher gave the student a sheet of work paper, and answer the questions concerning the material that have been explain from the teacher.
7. Evaluation
8. The researcher closed the teaching process.

### 3.7 Technique of Data Analysis

To analyze the data that had been collected from the result of pre-test and post-test, some formulas used in this research as follows:

### 3.7.1 Scoring the students' correct answer of pre-test and post-test.<sup>3</sup>

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of items}} \times 100$$

### 3.7.2 Classifying the students score.<sup>4</sup>

**Table 3.3 Classifying the student score**

Score	Predicate	Categories
80-100	A	Very Good
66-79	B	Good
56-65	C	Fair
40-55	D	Poor
< 40	E	Very Poor

### 3.7.3 Calculating the frequency and percentage of the students

$$P = \frac{Fq}{N} \times 100$$

Where : P: Percentage

F: Frequency

N: The total number of sample<sup>5</sup>

### 3.7.4 The mean score of the students' achievement:

$$\bar{x} = \frac{\sum X}{N}$$

Where:  $\bar{x}$  : mean score

$\sum x$ : The sum of all score

N: The total number of sample<sup>6</sup>

<sup>3</sup>Departemen Pendidikan Nasional. *Petunjuk Teknis Pengajaran Bahasa Inggris* (Jakarta: Depdiknas, 2003)

<sup>4</sup>Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. Jakarta: PT. Bumi Aksara. 2005. P.245.

<sup>5</sup>Rismawati B, *Using "Tahta" Game in Improving Students' Vocabulary at the Second Grade of SMP Negeri 8 Pinrang*. (Parepare: STAIN Parepare, 2015), p.37.

3.7.5 Calculating the standard deviation of the students, researcher applied the following formula:

$$SD = \sqrt{\frac{SS}{N-1}} \quad \text{where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where: SD = The standard derivation

SS = The square root of the sum of squares

$\sum x$  = The sum of square

N = The total number of sample<sup>7</sup>

3.7.6 Finding the difference of means score between pre-test and post-test by calculating the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T : test of significance

D : the mean score of difference (X1-X2)

$\sum D$  : the sum of the total score

$\sum D^2$  : the square of the sum score of difference

N : the total sample.

<sup>6</sup>Sukardi, *Methodology Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: PT. Bumi Aksara, 2004),p.88.

<sup>7</sup> L.R Gay, Geoffrey,Peter, *Education Research Competencies for Analysis and Applications*,Eight Edition,(New Jersey: Pearson Merrill Prentice Hall,2006), p.321.



### 3.7.7 Criteria of testing hypothesis

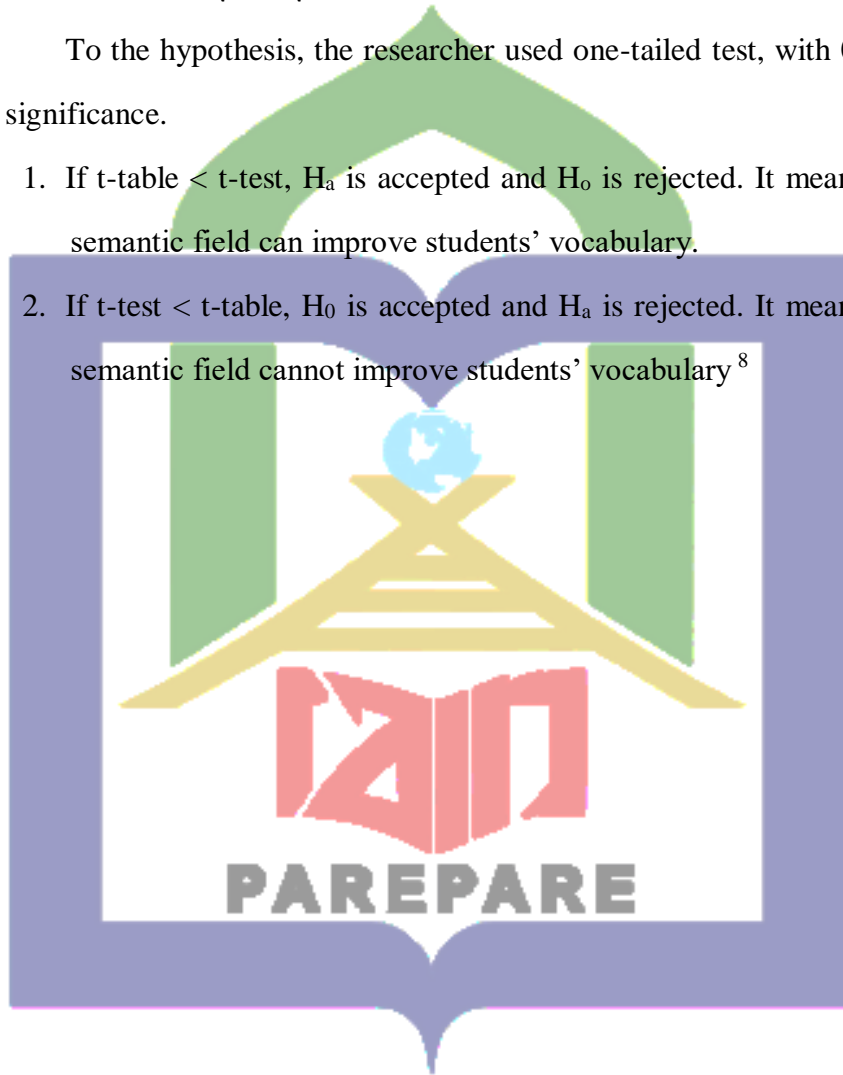
The statistical hypothesis in this research as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

To the hypothesis, the researcher used one-tailed test, with 0,05 level of significance.

1. If  $t_{\text{table}} < t_{\text{test}}$ ,  $H_a$  is accepted and  $H_0$  is rejected. It means that using semantic field can improve students' vocabulary.
2. If  $t_{\text{test}} < t_{\text{table}}$ ,  $H_0$  is accepted and  $H_a$  is rejected. It means that using semantic field cannot improve students' vocabulary<sup>8</sup>



<sup>8</sup> Burhan Bungin, Metode Penelitian Kuantitatif, (Jakarta: Kencana Pradana Media, 2005), p. 79.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter discusses about the finding and discussion. The findings describe about the result of the data collected from the test. And discussion explains and interprets the findings. The result of the research will be described in the following description:

#### 4.1. Findings

To find out the answer to research question in the previous chapter, the researcher administered tests which were given twice. A pre-test is given before the treatment to know the students' prior knowledge, while the post-test was administered after the treatment which aims to know the vocabulary mastery of the students after giving treatment. Both the mean scores of pre-test and post-test were then compared to see whether or not there is significant difference of the achievement of the students before and after giving treatment. This research was using semantic field in the treatment phase, which started on October 16<sup>th</sup>, 2018.

At the first meeting was on October 16<sup>th</sup>, 2018 the researcher gave greeting for the students and gave information about her aim with the students. After that, the researcher try to ask the students in the classroom about what the important thing in learning English, some of them said vocabulary. Then the researcher gave explains about how is the method done. After that the researcher gave the explanation of the material "hyponym (food)" and presented 8 vocabularys that related to the material on the slide include their picture and translation. And then the researcher asked them to looked at the picture then invite them to said in good pronunciation as well as make effort to memorize it. The researcher pointed out the related vocabulary of food one by one and they mentioned it in English. After that the researcher asked them to

repeated the vocabulary and gave them time to memorized the vocabulary. In the last section the researcher gave them task.

The second meeting was on October 19<sup>th</sup>, 2018 the researcher gave greeting for the students. After that the researcher gave the explanation of the material “hyponym (school)” and presented 8 vocabularys that related to the material on the slide include their picture and translation. And then the researcher asked them to looked at the picture then invite them to said in good pronunciation as well as make effort to memorize it. The researcher pointed out the related vocabulary of school one by one and they mentioned it in English. After that the researcher asked them to repeated the vocabulary and gave them time to memorized the vocabulary. In the last section the researcher gave them task.

The third meeting was on October 23<sup>th</sup>, 2018 the researcher gave greeting for the students. After that the researcher gave the explanation of the material “synonym” and presented 8 vocabularys that related to the material on the slide include their picture and translation. And then the researcher asked them to looked at the picture then invite them to said in good pronunciation as well as make effort to memorize it. The researcher point out the related vocabulary of synonym one by one and they mentioned it in English. After that the researcher asked them to repeated the vocabulary and gave them time to memorized the vocabulary. In the last section the researcher gave them task.

The fourth meeting was on October 26<sup>th</sup>, 2018 the researcher gave greeting for the students. After that the researcher gave the explanation of the material “antonym” and presented 8 vocabularys that related to the material on the slide include their picture and translation. And then the researcher asked them to looked at the picture then invite them to said in good pronunciation as well as make effort to

memorize it. The researcher point out the related vocabulary of antonym one by one and they mentioned it in English. After that the researcher gave the game that can help them to memorize the words. In the last section the researcher gave them task.

#### 4.1.1. The data analysis

The data analysis was presented based on the statistical result followed by using smeantic field to improve vocebulary of eighth yar student of SMP Negeri 9 Parepare. It was obtained by using SPSS 21 as follow:

##### 1. Pre-test

The pre-test was conducted by using vocabulary translation test consisted of 32 numbers of related vocabulary. They were tested before receiving the treatment. The treatment was implemented four times followed by post-test. The following table described about the frequency and rate percentage of pre-test and post-test of Experimental class.

**Table 4.1: The frequency and percentage scores of students' vocabulary in pre-test.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	3.1	3.1	3.1
	22	1	3.1	3.1	6.3
	23	1	3.1	3.1	9.4
	25	1	3.1	3.1	12.5
	28	1	3.1	3.1	15.6
	34	3	9.4	9.4	25.0
	37	1	3.1	3.1	28.1
	38	3	9.4	9.4	37.5
	41	2	6.3	6.3	43.8
	44	2	6.3	6.3	50.0

53	2	6.3	6.3	56.3
56	1	3.1	3.1	59.4
59	3	9.4	9.4	68.8
63	1	3.1	3.1	71.9
66	2	6.3	6.3	78.1
69	3	9.4	9.4	87.5
72	2	6.3	6.3	93.8
78	1	3.1	3.1	96.9
88	1	3.1	3.1	100.0
Total	32	100.0	100.0	

(Source of Pre-Test of eighth year students of SMP Negeri 9 Parepare 2018)

**Table 4.2: The frequency and percentage scores of students' vocabulary in post-test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	3.1	3.1	3.1
	44	1	3.1	3.1	6.3
	47	1	3.1	3.1	9.4
	56	1	3.1	3.1	12.5
	59	1	3.1	3.1	15.6
	63	1	3.1	3.1	18.8
	66	2	6.3	6.3	25.0
	69	1	3.1	3.1	28.1
	72	2	6.3	6.3	34.4
	75	1	3.1	3.1	37.5
	78	1	3.1	3.1	40.6
	79	1	3.1	3.1	43.8
	81	2	6.3	6.3	50.0
	84	1	3.1	3.1	53.1
	88	1	3.1	3.1	56.3

91	1	3.1	3.1	59.4
94	2	6.3	6.3	65.6
97	7	21.9	21.9	87.5
100	4	12.5	12.5	100.0
Total	32	100.0	100.0	

(Source of Post-Test Experimental Class VIII. 1 SMP Negeri 9 Parepare 2018)

Table 4.1 and 4.2 shows that students in pre-test and post-test. It reveal that befor giving the treatment smeantic field, the result of the pre-test shows that the score with 1 frequency (3.1%) was the student who got 0, 22, 23, 25, 28, 37, 56, 63, 78, and 88 score. The score with 2 frequency (6.3%) was the student who got 41, 44, 53, 66, 72 score. And the score with 3 frequency (9.4%) was the student who got 34, 38, 59 and 69 score.

After giving the treatment by applying semantic field, the result of post-test shows that the score of the students improve. Those were had the score with 1 frequency (3.1%) was the student who got score 0, 44, 47, 56, 59, 63, 69, 75, 78, 79, 84, 88 and 91. The score with 2 frequency (6.3%) was the student who got score 66, 72, 81, 94. The score with 4 frequency (12.5%) was the student who got 100 score. And the score with 7 frequency (21.9%) was the student who got score 97.

This could be the evidence that thecmethod which the researcher applied in learning process has worked successfully on the students. It based on data presented on the table 4.1 and 4.2 shows there are significant different between the students score in pre-test, where students score in post test is higher than the students score in pre-test.

#### 4.1.2. The Mean Score and Standard Deviation

The result of the students' pre-test and post-test was obtained by using SPSS 21, after calculating the mean score and standard deviation are presented in the following table:

**Table 4.3. The Mean Score and Standard Deviation of Pre-test in Experimental class**

Mean	49.13
Std. Deviation	19.640

*(Source of Pre-Test Experimental Class VIII. 1 of SMP Negeri 9 Parepare 2018)*

The Table 4.3 shows that the distance between mean score and standard deviation was too far. In other words, the scores obtained were normal.

**Table 4.4. The Mean Score and Standard Deviation of Post-test in Experimental class**

Mean	79.31
Std. Deviation	21.971

*(Source of Post-Test Experimental Class VIII. 1 of SMP Negeri 9 Parepare 2018)*

The Table 4.4 shows that distance between mean and standard deviation was too far. It can be concluded that the scores obtained were normal.

In order to find out the data analysis of the improvement of students' vocabulary by using semantic field method, the researcher then used t-test by using SPSS 21. The data were taken from students' score of post-test in vocabulary score by using semantic field in experimental class. The data of t-test can be seen from the table as follows:



**Table 4.5. Group Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
PRE TEST	49.13	32	19.640	3.472
POST TEST	79.31	32	21.971	3.884

(Source of pre-test and Post-Test Experimental Class VIII. 1 of SMP Negeri 9 Parepare 2018)

Based on the table above, it can be seen that the total students from the experiment class consisted of 32 students. The mean score of pre-test was 49.13 and the mean score of post-test was 79.31. Standard Deviation of the pre-test was 19.640, and Standard Deviation of the post-test was 21.971. Then, Standard Error Mean of the pre-test was 3.472 and Standard Error Mean of the post-test was 3.884.

#### 4.1.1.2.2. Hypothesis Testing

In here the researcher using SPSS 21 to calculated the data. The data can be seen from the table as follows :

**Table 4.6. Paired Sample Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-30.188	10.581	1.871	-34.002	-26.373	-16.139	31	.000

(Source of pre-test and Post-Test Experimental Class VIII. 1 of SMP Negeri 9 Parepare 2018)

The table 4.8 shows the paired sample. For the level, significant (p) 5% and df = 31, and the t-table value is 2.039 while the t-test value is 16.139. It means that

the t-test value is greater than t-table ( $16.139 \geq 2.039$ ). The statistical hypothesis in this research as follows:

4.1.2.1 If t-table value is higher than t-test value.  $H_a$  is rejected, it means that using semantic field cannot improve students' vocabulary at VIII.1 of SMP Negeri 9 Parepare.

4.1.2.2 If t-test value is higher than t-table value.  $H_a$  is accepted. It means that using semantic field is can improve students' vocabulary at VIII.1 of SMP Negeri 9 Parepare.

From the table of Paired Sample Test above, it shows that the df is 32, mean difference is 30.188, standard error difference is 1.871, the lower difference interval is 34.002 the upper difference interval is 26.373,  $t_o$  is 16.137 while  $t_{table}$  is 2.039 ( $t_o > t_{table}$ ) and sig. 000, So it can be concluded that the students' vocabulary by using semantic field is improve after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

## 4.2. Discussion

The case with learners was that their vocabulary knowledge may be superficially vast but insufficient since they have only an incomplete understanding of the words and the relationships between them. Thus, their vocabulary base lacks a firm and structured foundation. Here, the semantic field can be employed to make up this deficit. Teachers can accomplish this in a very short time by taking the small number of words to be taught and identifying their major features. In other words, teachers can help learners retrieve the required words easily, recognize the organization of words, and observe the way information can be stored in the brain by using semantica field and pertinent exercises.

As Nation points out the following reasons for teaching L2s semantically related words:

1. It requires less effort to learn words in a set.
2. It is easier to retrieve related words from memory.
3. It helps learners see how knowledge can be organized.
4. It reflects the way such information is stored in the brain.
5. It makes the meaning of words clearer by helping students to see how they relate to and may be differentiated from other words in the set.<sup>1</sup>

During the research activities, the researcher found that the students gave a positive respond to this method. As a fact, based on the finding, most students had good score in post-test. It mean that the treatment was success in improving students' vocabulary.

Most of them paid attention and active in learning process. The students enjoyed and they feel easy to memorize the words with this kind of teaching method because they have the prior knowledge about the topic that should be comprehended in vocabulary. Familiarity with the topic can be an important factor in helping students in learning vocabulary. Murcia said "A common way for teacher to elucidate the meaning of a target word is to relate it to another word that the students already know."<sup>2</sup> The given vocabularies easier in teaching process because the semantic field presented the words that alredy familiar and related to one another. For example the set of hyponym with the topic of School, with the familiar word or

<sup>1</sup> I. S. P. Nation, "Learning vocabulary in lexical sets: Dangers and guidelines." *TESOL Journal*, vol. 9, (2000), p. 6-10.

<sup>2</sup> Marianne Celce Murcia, *Teaching English as a Second Language or Foreign Language, Second Edition* (Massachusetts: Heinle Publisher, 1991), p. 301. <http://b-ok.xyz/book/3024128/f1bbf6> (January, 18 2018)

topic of school the student easy to learn the words related to the topic of school such as desk, flagpole, ink, drawer,..... etc. The researchers' informal chat with the learners revealed that the participants felt excited about learning new set of related words each time. They believed that it was easier and it could save their time and effort learning them together. Some of the learners believed that the set of words of semantic field such as synonym pairs were stored together in their mind and whenever thinking about their translation, both words would come to their mind. As Seal gives support to the effectiveness of semantic sets by arguing that when words are learned in semantic sets, "the learning of one item can reinforce the learning of another," as well as facilitate understanding because "items that are similar in meaning can be differentiated".<sup>3</sup> It seems that when a language user masters his vocabulary he organizes it into 'memory structures' in such a way that whenever a particular lexeme in that structure is activated the whole structure becomes activated and available for use because every lexeme in the structure shares common semantic features with every other lexeme. *semantic activation theory* indicates that words are processed in memory through mental structures called nodes. Aitchison suggest that when a node is activated, activation spreads through mutually connected links to other associated concepts. Thus, if words in mental lexicon are related in such associative networks as Aitchison cites, then teaching items in lexical sets would possibly assist learning words.<sup>4</sup>

The explicit teaching of lexis in semantic fields helps the learners to 'store the fields in their minds', so to speak, in a clear and distinguishable way so that, when the

<sup>3</sup> B. D. Seal, *Vocabulary Learning and Teaching in M. Celce-Murcia (Ed.), Teaching English as a second or foreign language* (Boston: MA: Heinle & Heinle, 1991), p. 300

<sup>4</sup> Elaheh Sotoudehnama and Faezah Soleimanifard, "The Effect of Teaching Vocabulary through Synonymous, Semantically Unrelated, and Hyponym Sets on EFL Learners' Retention " *Issues in Language Teaching*, vol. 2, no. 2 (December 2013), p. 29.

need arises, they are able to activate the structure of the field needed and perceive the similarities and differences between the field members.

The related of each words help the students to recall the words that they learn easily. As the explanation above semantic field with the topic of synonym make the student recall the word esier because of they have identical or similar meaning. Crystal also clear that the meaning of each word in a language is related to some other words in that language and this sense relation is what is needed for understanding new words.<sup>5</sup> The sense relation in semantic field also help the student easy to understanding the word that they learn. Such as the topic of antonym, where the set of words have the sense realtion in the opposite of the word to one another. So the words on the set make clear understanding that the word “busy” is anotnym/opposite of the word “ lazy” and vice versa.

So the used of semantic field in teaching vocabulary made the student motivated and easier to learn the vocabulary. Because the words that they learn relate to one another and make them easy to recall it from their memory. And with the semantic field that have sense relation make the student had the clear understanding with the new words that they had learn.

Moreover, by knowing all kind of words meaning and it usage, they can make sentence easily. And it also can make the student active in the learning process because they understand and know meaning of the words.

Based on the result above, the researcher calculated that the used of semantic field can improve the vocabulary of eighth year srudents of SMP Negeri 9 Parepare.

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<sup>5</sup> Elaheh Sotoudehnama and Faezah Soleimanifard, “*The Effect of Teaching Vocabulary through Synonitmous, Semantically Unrelated, an Hyponym Sets on EFL Learners’ Retention* ” Issues in Language Teaching, vol. 2, no. 2 (Dcember 2013), p. 29.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

Based on the findings and discussion of the study, the researcher concludes that there is an improvement of using semantic field in students' vocabulary of eighth year students of SMP Negeri 9 Parepare. It is prove by rejecting of null hypothesis ( $H_0$ ) and accepting of alternative hypothesis ( $H_a$ ), after the application of t-test formula by using SPSS 21 of post-test where t-test value (16.137) is higher than t-table value (2.039). It totally shows that the used of semantic field improve students' vocabulary especially in eighth Year Students of SMP Negeri 9 Parepare.

#### 5.2. Suggestion

Based on findings of the research, the research would like to put forward some suggestion such as:

##### 5.2.1. For the English teacher:

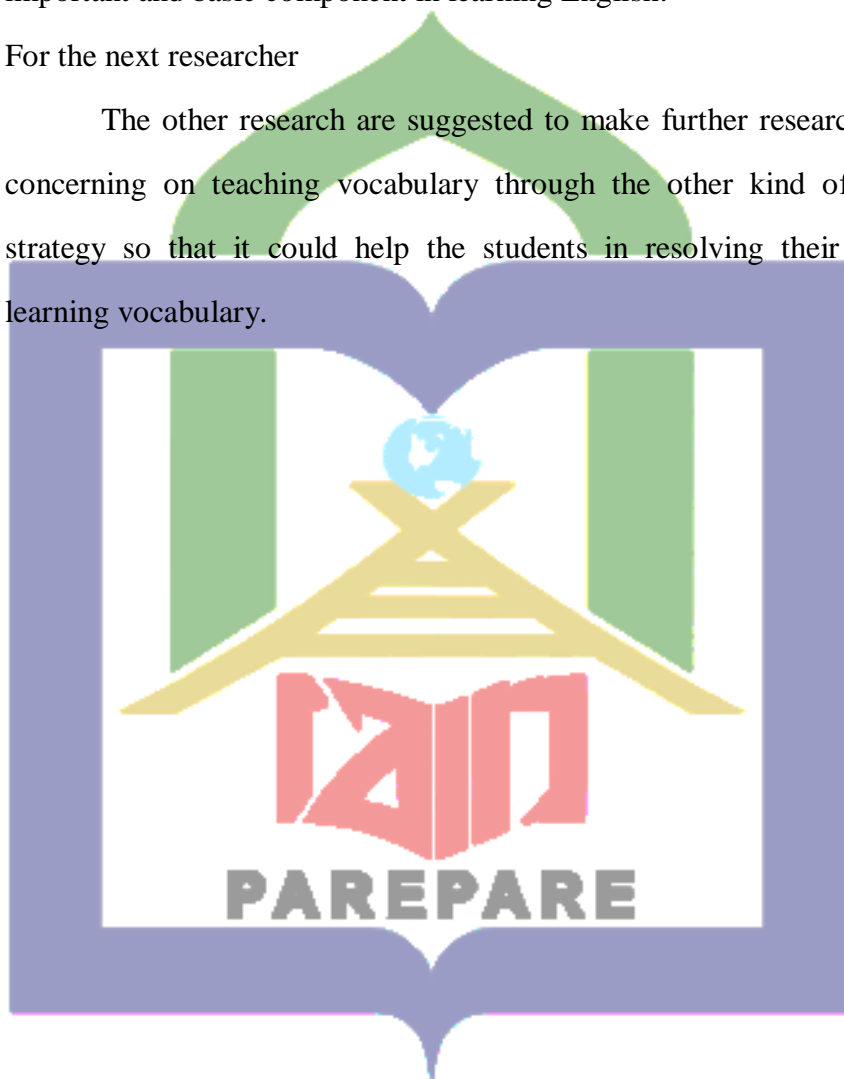
The suggestion is intended to the English teacher, especially for the English teacher in SMP Negeri 9 Parepare, to use semantic field method as one alternative in teaching English vocabulary. The English teacher should be more active and creative in experimenting different kind of teaching method or strategy because the use of varied media can greatly in creating the motivation and the interesting of hte students to learn English.

### 5.2.2. For the students

With this strategy, the researcher hopes the students can more motivated and encourage their vocabulary because the vocabulary is important and basic component in learning English.

### 5.2.3. For the next researcher

The other research are suggested to make further research especially concerning on teaching vocabulary through the other kind of method or strategy so that it could help the students in resolving their problem in learning vocabulary.





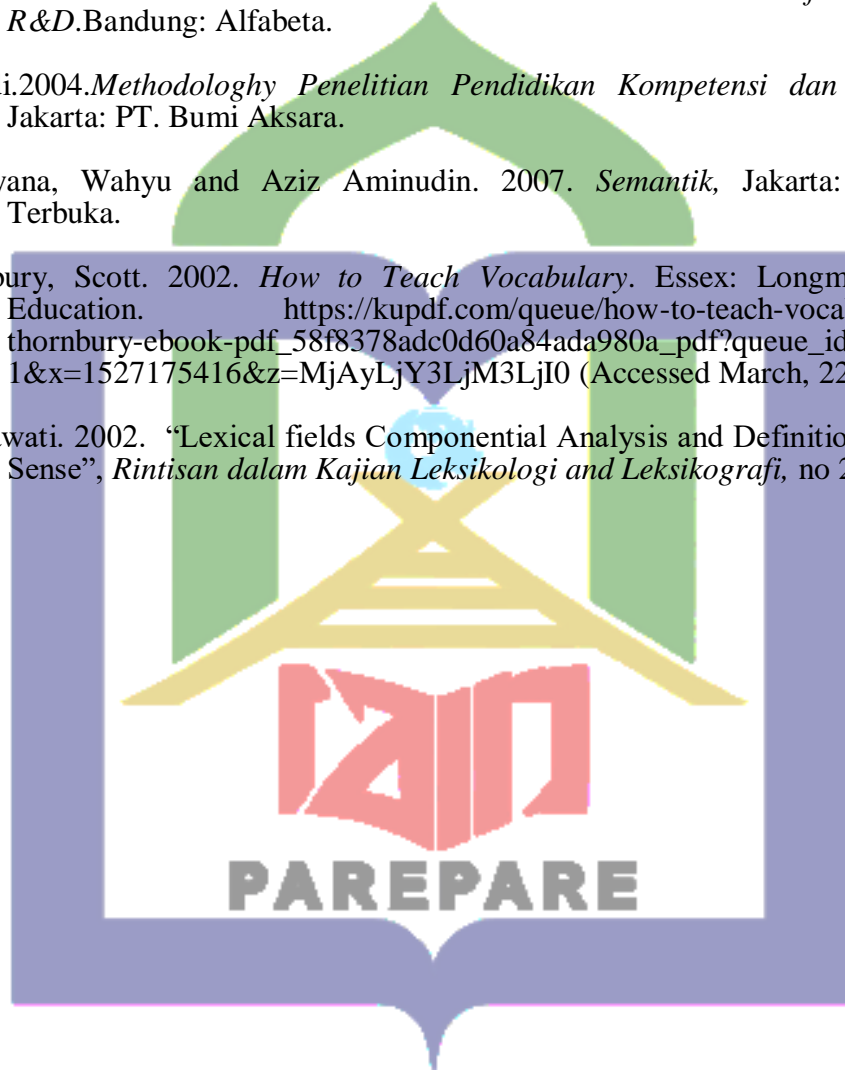
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## APPENDIX 1 ( LESSON PLAN)

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

#### Experimental Class

Sekolah : SMP Negeri 9 Parepare  
 Matapelajaran : BAHASA INGGRIS  
 Kelas/Semester : VIII/1  
 Materi Pokok : Menyatakan dan menanyakan keberadaan benda, binatang dan tempat  
 Alokasi Waktu : 8 X 40 MENIT (4 pertemuan)

#### A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi	
3.5 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya	3.5.1	Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu.
	3.5.2	Menyebutkan ungkapan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu.
	3.5.3	Merespon ungkapan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu.
4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks	4.4.1	Identifikasi materi tentang concept sematic field.
	4.4.2	Menerapkan materi-materi yang sudah di dapat melalui memorizing vocabulay tentang adjective, synonym dan antonym.
	4.4.3	Menerapkan materi-materi yang sudah di dapat melalui memorizing vocabulay tentang things.
	4.4.4	Identifikasi kosa kata secara lisan



**Fokus penguatan karakter** : Sikap santun, peduli, dan percaya diri

### **C. Tujuan Pembelajaran**

#### **Pertemuan Pertama**

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya.
2. Siswa dapat mengidentifikasi metode pengembangan vocabulary melalui metode semantic field

#### **Pertemuan Kedua**

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya.
2. Mengungkapkan kosa-kata yang berkaitan dengan adjective
3. Menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan

#### **Pertemuan Ketiga**

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya.
2. Mengungkapkan kosa kata yang berkaitan tentang synonym.
3. Menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan untuk mengucapkan terimakasih dan menanggapi.

#### **Pertemuan Keempat**

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya.
2. Mengungkapkan kosa kata yang berkaitan tentang antonym.
3. Menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan untuk mengucapkan terimakasih dan menanggapi.

### **D. Materi Pembelajaran**

#### **Materi Reguler**



**Fungsi sosial**

Menjelaskan, membanggakan, memuji, mengaguni, mengkritik, dsb.

**Unsur kebahasaan**

- (1) Ungkapan dengan *There ...*
- (2) Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
- (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (4) Ucapan, tekanan kata, intonasi,
- (5) Ejaan dan tanda baca
- (6) Tulisan tangan.

**Topik**

Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

**Unsur kebahasaan**

- Ungkapan-ungkapan yang lazim digunakan
- Pertemuan I

**HYPONYM (FOOD)****Jam****Selai****Napkin****Serbet****Apron****Prawn**

Celemek

Honey



Madu

Oil



Minyak

Udang

Flour



Terigu

Grill



Pemanggang

- Pertemuan II

### HYPONYM (SCHOOL)

Desk



Flagpole



**Meja****Ink****Tintah****Ruler****Penggaris****Pupil****Murid****Tiang Bendera****Bag****Tas****Chalk****Kapur****Drawer****Laci**

**PAREPARE**

- Pertemuan III

## SYNONYM

Belly

Stomach



Perut

Gleam

Twinkle



Bersninar

Dash

Sprint



Berlari

Brow

Forehead



Kening



- Pertemuan IV

## ANTONYM

**Busy**



**Sibuk**

**Lazy**



**Malas**

**Dwarf**



**Kurcaci**

**Accept**



**Menerima**

**Giant**



**Raksasa**

**Refuse**



**Menolak**

**Asleep**



**Tidur**

**Awake**



**Bangun**

# 1. Metode Pembelajaran

Scientific Approach

# 2. Media/ Alat dan Bahan

Media/Alat: laptop, LCD,realia, gambar

# 3. Sumber Belajar

Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/Mts Kelas VIII, edisi revisi dan sumber lain yang sesuai.

# 4. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Pertama: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>+ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.</li> <li>+ Bertanya jawab tentang waktu</li> <li>+ Menyebutkan tujuan pembelajaran</li> <li>+ Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul> <p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru:</p> <p><b>Mengamati</b></p> <p>Mengamati powe point.</p> <p><b>Menanya</b></p>	10'
Kegiatan Inti	<ul style="list-style-type: none"> <li>+ Siswa menanyakan tentang perbedaan antara cara menyebutkan dan menanyakan tentang keberadaan benda, binatang dan tempat, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</li> <li>+ Siswa menanyakan tentang prnggunaan kosa kata sematic field (topic Hyponym (Food))</li> </ul>	60'

### Mengumpulkan Informasi

- + Mengolah informasi yang didapat power point yang diputar dalam kelompok.
- + Siswa mengerjakan latihan yang di berikan

### Mengasosiasi

- + Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan benda, binatang dan tempat yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- + Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan benda, binatang dan tempat yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- + Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

### Mengkomunikasikan

- + Menggunakan kosa kata dalam berinteraksi.
- + Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan fungsi sosial, struktur teks dan unsur kebahasaan.

Siswabersama guru:

Kegiatan  
Penutup

- + Membahas manfaat pembelajaran yang baru diselesaikan,
- + Membahas kesulitan dalam melakukan aktivitas pembelajaran,
- + Menyimpulkan hasil pembelajaran,

10'

- ✚ Mengordinasikan tugas rumah untuk menuliskan jadwal kegiatan yang siswa lakukan dalam satu hari penuh.

Pertemuan Ke-dua: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>✚ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.</li> <li>✚ Bertanyajawab tentang waktu</li> <li>✚ Menyebutkan tujuan pembelajaran</li> <li>✚ Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul> <p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerjasama dengan teman, dan memanfaatkan bimbingan guru:</p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>✚ Mengamati power point (Topic-related vocabulary /Hyponym (school))</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>✚ Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait dengan vocabulary.</li> </ul>	10'
Kegiatan Inti	<p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>✚ Mengolah informasi yang didapat power point yang diputarkan dalam kelompok</li> <li>✚ Siswa mengerjakan latihan yang di berikan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>✚ Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan benda, binatang dan tempat yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>✚ Siswa membandingkan ungkapan</li> </ul>	60'



menyebutkan dan menanyakan tentang keberadaan benda, binatang dan tempat yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

- ✚ Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

### Mengkomunikasikan

- ✚ Menggunakan secara aktif vocabulary sehari-hari.
- ✚ Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan fungsi sosial, struktur teks dan unsur kebahasaan.

Siswabersama guru:

- ✚ Membahas manfaat pembelajaran yang baru diselesaikan,
- ✚ Membahas kesulitan dalam melakukan aktivitas pembelajaran,
- ✚ Menyimpulkan hasil pembelajaran,
- ✚ Mengordinasikan tugas rumah untuk menuliskan jadwal kegiatan yang siswa lakukan dalam satu hari penuh.

Kegiatan  
Penutup

10'

Pertemuan ke – 3

**Langkah  
Pembelajaran**

**Deskripsi**

**Alokasi  
Waktu**

Kegiatan  
Pendahuluan

**Guru:**

- ✚ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.
- ✚ Bertanyajawab tentang waktu

10'

- ✚ Menyebutkan tujuan pembelajaran
- ✚ menyebutkan kegiatan belajar yang akan dilakukan

Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerjasama dengan teman, dan memanfaatkan bimbingan guru:

### **Mengamati**

- ✚ Mengamati power point (Synonym)

### **Menanya**

- ✚ Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait dengan vocabulary.

### **Mengumpulkan Informasi**

- ✚ Mengolah informasi yang didapat power point yang diputar dalam kelompok
- ✚ Siswa mengerjakan latihan yang diberikan

### **Mengasosiasi**

- ✚ Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan benda, binatang dan tempat yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- ✚ Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan benda, binatang dan tempat yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- ✚ Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

### **Mengkomunikasikan**

- ✚ Menggunakan secara aktif vocabulary sehari-hari.

Kegiatan Inti

60'

	<ul style="list-style-type: none"> <li>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan fungsi sosial, struktur teks dan unsur kebahasaan.</li> </ul>	
	Siswa bersama guru:	
Kegiatan Penutup	<ul style="list-style-type: none"> <li>Membahas manfaat pembelajaran yang baru diselesaikan,</li> <li>Membahas kesulitan dalam melakukan aktivitas pembelajaran,</li> <li>Menyimpulkan hasil pembelajaran,</li> <li>Mengordinasikan tugas rumah untuk menuliskan jadwal kegiatan yang siswa lakukan dalam satu hari penuh.</li> </ul>	10'
Pertemuan ke empat :		
<b>Langkah Pembelajaran</b>	<b>Deskripsi</b>	<b>Alokasi Waktu</b>
Kegiatan Pendahuluan	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif.</li> <li>Bertanyajawab tentang waktu</li> <li>Menyebutkan tujuan pembelajaran</li> <li>menyebutkan kegiatan belajar yang akan dilakukan</li> </ul> <p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerjasama dengan teman, dan memanfaatkan bimbingan guru:</p>	10'
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Mengamati power point (Antonym)</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari</li> </ul>	60'

teks interaksi transaksional terkait dengan vocabulay.

### Mengumpulkan Informasi

- + Mengolah informasi yang didapat power point yang diputarkan dalam kelompok
- + Siswa mengerjakan latihan yang di berikan

### Mengasosiasi

- + Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan benda, binatang dan tempat yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- + Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan benda, binatang dan tempat yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- + Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

### Mengkomunikasikan

- + Menggunakan secara aktif vocabulary sehari-hari.
- + Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan fungsi sosial, struktur teks dan unsur kebahasaan.

Siswabersama guru:

Kegiatan  
Penutup

- + Membahas soal latihan
- + Membahas kesulitan dalam melakukan aktivitas pembelajaran,
- + Menyimpulkan hasil pembelajaran,

10'

## 5. Penilaian, Pembelajaran

### • Penilaian sikap sosial (Observasi)

**Instrumen observasi** : Digunakan untuk menilai sikap sosial peserta didik, dalam hal: kesopanan dalam bertutur kata dan bertindak laku, tanggungjawab, kedisiplinan, dan istiqomah dalam menyelesaikan tugas – tugas.

No.	Sikap	Skor		
		1	2	3
1.	Kesopanan			
2.	Tanggungjawab			
3.	Kedisiplinan			
4.	Istiqomah			
Jumlah Skor yang Diperoleh				

No	Sikap yang dinilai	Rubrik
1	Kesopanan	<p>Tidak sopan kepada guru dan temannya dalam bertutur kata menggunakan bahasa Inggris atau bahasa Indonesia.</p> <p>Sopan kepada guru namun tidak sopan kepada temannya dalam bertutur kata menggunakan bahasa Inggris atau bahasa Indonesia.</p> <p>Sopan kepada guru dan temannya dalam bertutur kata menggunakan bahasa Inggris atau bahasa Indonesia.</p>

2	Tanggungjawab	Tidak menyelesaikan tugas. Menyelesaikan tugas tapi tidak mengumpulkannya tepat waktu. Menyelesaikan tugas dan mengumpulkannya tepat waktu.
3	Kedisiplinan	Terlambat masuk ke kelas dan tidak membawa alat tulis / buku bahasa Inggris. Masuk tepat waktu tapi tidak membawa alat tulis / buku bahasa Inggris. Masuk tepat waktu dan membawa alat tulis / buku bahasa Inggris.
4	Istiqomah	Tidak mencatat pelajaran dan tidak mengerjakan tugas. Mencatat pelajaran tapi tidak mengerjakan tugas. Mencatat pelajaran dan mengerjakan tugas.

#### Kriteria Penilaian:

$$\text{Nilai} = \frac{\text{Jumlah Skor yang Diperoleh}}{\text{Skor Maksimum}} \times 4$$

#### Konversi Penilaian:

Sangat Baik (SB), apabila  $3 < \text{Skor} \leq 4$

Baik (B), apabila  $2 < \text{Skor} \leq 3$

Cukup (C) apabila  $1 < \text{Skor} \leq 2$

Kurang (K) apabila  $\text{Skor} < 1$

Pengetahuan: penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.

- Pertemuan pertama

### Exercise I.

Draw a line matching the words on the left with the images on the right and make two sentences of stating and asking for existence of the word!

**Apron** ●

**Honey** ●

**Flour** ●

**Jam** ●

**Napkin** ●

**Oil** ●

**Grill** ●

**Prawn** ●



- Pertemuan ke-dua

## Exercise II

Translate the word below into Indonesia!

WORD  
TRANSLATION

- |                      |         |
|----------------------|---------|
| 1. Bag<br>.....      | 1. .... |
| 2. Ruler<br>.....    | 2. .... |
| 3. Desk<br>.....     | 3. .... |
| 4. Drawer<br>.....   | 4. .... |
| 5. Flagpole<br>..... | 5. .... |
| 6. Ink<br>.....      | 6. .... |
| 7. Pupil<br>.....    | 7. .... |



8. Chalk

.....

8. ....

- Pertemuan ke-tiga

### Exercise III

Translate the word below into English!

WORD  
TRANSLATION

1. Perut

2. Kening

3. Berlari

4. Brsinar

1.

2.

3.

4.

- Pertemuan ke-empat

### Exercise IV

Draw a line matching the words on the left with the Antonym words on the right!

**Accept**



**Lazy**

Asleep ●

● Refuse

Dwarf ●

● Giant

Busy ●

● Awake



Answer :

- Pertemuan pertama

Exercise I.

Draw a line matching the words on the left with the images on the right and make two sentences of stating and asking for existence of the word!

**Apron**

**Honey**

**Flour**

**Jam**

**Napkin**

**Oil**

**Grill**

**Prawn**



- Pertemuan ke-dua

## Exercise II

Translate the word below into Indonesia!

WORD	TRANSLATION
1. BAG	1. TAS
2. RULER	2. PENGGARIS
3. DESK	3. MEJA
4. DRAWER	4. LACI
5. FLAGPOLE BENDERA	5. TIANG
6. INK	6. TINTAH
7. PUPIL	7. MURID
8. CHALK	8. KAPUR

- Pertemuan ke-tiga

## Exercise III

Translate the word below into English!

## WORD

## TRANSLATION

1. PERUT  
STOMACH

1. BELLY,

2. KENING  
FOREHEAD

2. BEOW,

3. BERLARI

3. DASH, SPRINT

4. BRSINAR

4. LEAM, TWINKLE

- Pertemuan ke-Empat

## Exercise IV

Draw a line matching the words on the left with the Antonym words on the right!

**Accept**

**Lazy**

**Asleep**

**Refuse**

**Dwarf**

**Giant**

**Busy**

**Awake**

3. Rubrik Penilaian :

- Penskoran Exercise I masing-masing soal di beri skor 10 sehingga perolehan skor maksimal adalah 100.
- Penskoran Exercise II masing-masing soal di beri skor 10 sehingga perolehan skor maksimal adalah 80.
- Penskoran Exercise III masing-masing soal di beri skor 20 sehingga perolehan skor maksimal adalah 80.
- Penskoran Exercise IV masing-masing soal di beri skor 20 sehingga perolehan skor maksimal adalah 80.

$$\text{Nilai} = \frac{\text{Perolehan skor}}{\text{Skor Maksimal}} \times 100$$



**KAMARUDDIN, S.Pd, M.Pd**

**NIP. 19621231 198403 1 115**

## APPENDIX 2 (THE MATERIAL PRE-POST TEST)

### Pre-test (Experimental Class)

Name: .....

Class: .....

Translate words below!

<u>WORD</u>	<u>TRANSLATION</u>
1. FLOUR	1.
2. REFUSE	2.
3. GRILL	3.
4. PRAWN	4.
5. STOMACH	5.
6. BAG	6.
7. RULER	7.
8. DESK	8.
9. HONEY	9.
10. APRON	10.
11. DRAWER	11.
12. FLAGPOLE	12.
13. GIANT	13.
14. INK	14.
15. PUPIL	15.
16. CHALK	16.
17. BELLY	17.
18. BROW	18.
19. DASH	19.
20. FOREHEAD	20.
21. GLEAM	21.
22. JAM	22.
23. ACCEPT	23.
24. OIL	24.
25. NAPKIN	25.

- |             |     |
|-------------|-----|
| 26. ASLEEP  | 26. |
| 27. DWARF   | 27. |
| 28. TWINKLE | 28. |
| 29. BUSY    | 29. |
| 30. LAZY    | 30. |
| 31. AWAKE   | 31. |
| 32. SPRINT  | 32. |

### Post-test (Experimental Class)

Name: .....

Class: .....

Translate words below!

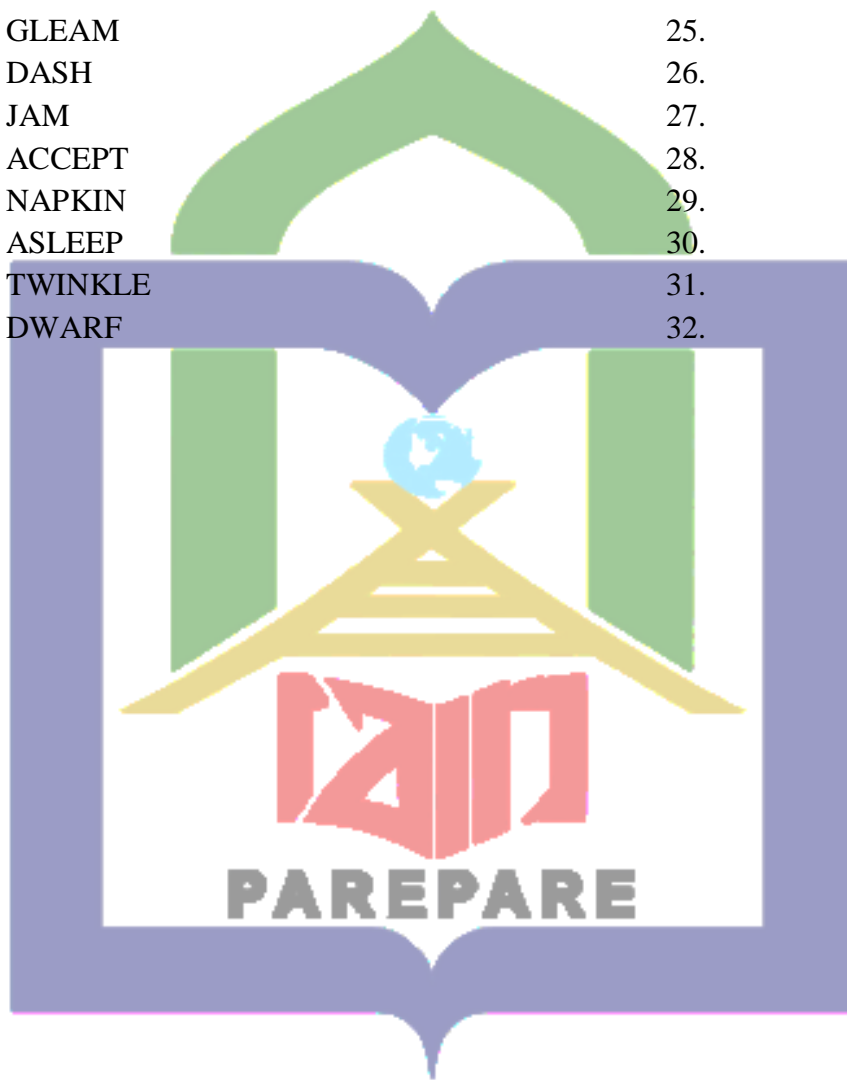
#### WORD

#### TRANSLATION

- |             |     |
|-------------|-----|
| 1. BUSY     | 1.  |
| 2. FLOUR    | 2.  |
| 3. REFUSE   | 3.  |
| 4. SPRINT   | 4.  |
| 5. AWAKE    | 5.  |
| 6. OIL      | 6.  |
| 7. FLAGPOLE | 7.  |
| 8. GRILL    | 8.  |
| 9. PRAWN    | 9.  |
| 10. STOMACH | 10. |
| 11. BAG     | 11. |
| 12. RULER   | 12. |
| 13. BROW    | 13. |
| 14. DESK    | 14. |
| 15. HONEY   | 15. |
| 16. APRON   | 16. |
| 17. DRAWER  | 17. |
| 18. LAZY    | 18. |



19. GIANT	19.
20. INK	20.
21. PUPIL	21.
22. CHALK	22.
23. BELLY	23.
24. FOREHEAD	24.
25. GLEAM	25.
26. DASH	26.
27. JAM	27.
28. ACCEPT	28.
29. NAPKIN	29.
30. ASLEEP	30.
31. TWINKLE	31.
32. DWARF	32.



### APPENDIX 3 (STUDENTS SCORE)

Students Score of Pre-Test and Post-Test in Experimental Class

NO	NAME OF THE STUDENTS	SCORE (X) PRE-TEST	X <sup>2</sup>	CATEGORIES	SCORE (X) POST-TEST	X <sup>2</sup>	CATEGORIES
1	AF'IDAH MELINDA HASRUL	72	5155	good	97	9409	very good
2	ALEXANDRA OLIVIA A.	37	1369	very poor	72	5184	good
3	ALYA SAPUTRI	66	4356	good	97	9409	very good
4	ANDI MUSTIKA AYU	72	5155	good	94	8836	very good
5	ANDI NURHIDAYA HARTONO	44	1936	poor	84	7056	very good
6	ANDI RATU SATRIA PUTRI	59	3481	fair	97	9409	very good
7	DIAN RIZKI FAUSIAH	78	6084	good	97	9409	very good
8	HERAWATI	66	4356	good	100	10000	very good
9	INDI LESTARI KADIR	56	3136	fair	94	8836	very good
10	JULIA RAMADHANI AHMAD	63	3969	fair	97	9409	very good
11	KURNIA ILAHI		0			0	
12	NURAZIZA AULIA MARJULI	38	1444	very poor	69	4761	good
13	NURHIKMA YANTI	69	4761	good	91	8281	very good
14	NURUL MUHLISA	69	4761	good	100	10000	very good
15	PUTRI NABILA	34	1156	very poor	75	5625	good
16	PUTRI REVALINA RUSLI	69	4761	good	100	10000	very good
17	SELVIA	59	3481	fair	81	6561	very good

18	SYAHRINI SYARIF	88	7744	very good	100	10000	very good
19	UMMAHERA	59	3481	fair	97	9409	very good
20	YUNITA PRATIWI	44	1936	poor	79	6241	good
21	YUSNINANDA RAMADANI	53	2809	poor	97	9409	very good
22	AJIE MAHDI	23	529	very poor	44	1936	poor
23	ANGGA	38	1444	very poor	66	4356	good
24	ARIF	22	484	very poor	81	6561	very good
25	DELON NIKOLAS	41	1681	poor	78	6084	good
26	DHANI PRATAMA	34	1156	very poor	63	3969	fair
27	FATUR RAHMAN	28	784	very poor	59	3481	fair
28	MUHAMMAD RAIHAN AZHARI	41	1681	poor	72	5184	good
29	MUHAMMAD ZAAD RAMADHAN	34	1156	very poor	66	4356	good
30	MUHAMMAD SYUKRAN HUSAIN	53	2809	poor	88	7744	very good
31	RESKI SEPTIAWAN	38	1444	very poor	56	3136	fair
32	TRIO NUGRAHA	25	625	very poor	47	2209	poor
TOTAL score $\Sigma x$		1572	89124		2538	216260	

Source : Result of the Test

#### APPENDIX 4 ( T-Test value)

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-30,188	10,581	1,871	-34,002	-26,373	-16,139	31	,000

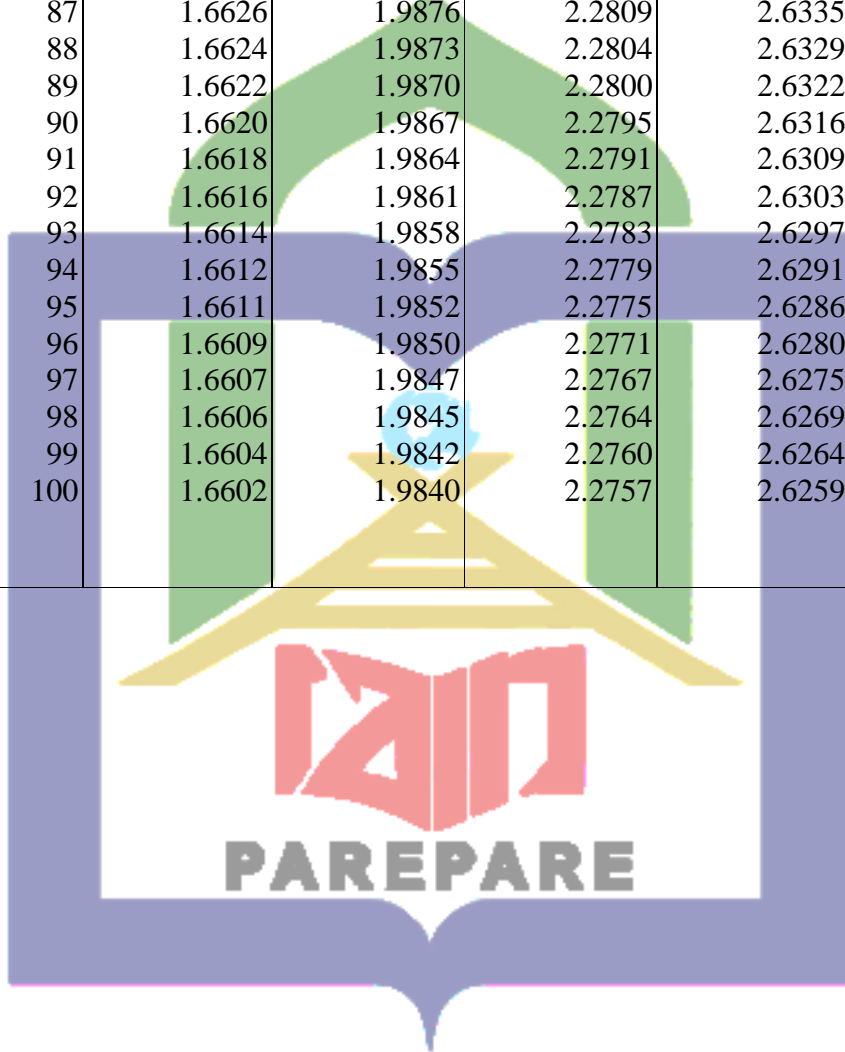
## APPENDIX 5 (T-TABLE)

Distribution of the T-Table

df	0.10	0.05	0.025	0.01
2	2.9200	4.3027	6.2054	9.9250
3	2.3534	3.1824	4.1765	5.8408
4	2.1318	2.7765	3.4954	4.6041
5	2.0150	2.5706	3.1634	4.0321
6	1.9432	2.4469	2.9687	3.7074
7	1.8946	2.3646	2.8412	3.4995
8	1.8595	2.3060	2.7515	3.3554
9	1.8331	2.2622	2.6850	3.2498
10	1.8125	2.2281	2.6338	3.1693
11	1.7959	2.2010	2.5931	3.1058
12	1.7823	2.1788	2.5600	3.0545
13	1.7709	2.1604	2.5326	3.0123
14	1.7613	2.1448	2.5096	2.9768
15	1.7531	2.1315	2.4899	2.9467
16	1.7459	2.1199	2.4729	2.9208
17	1.7396	2.1098	2.4581	2.8982
18	1.7341	2.1009	2.4450	2.8784
19	1.7291	2.0930	2.4334	2.8609
20	1.7247	2.0860	2.4231	2.8453
21	1.7207	2.0796	2.4138	2.8314
22	1.7171	2.0739	2.4055	2.8188
23	1.7139	2.0687	2.3979	2.8073
24	1.7109	2.0639	2.3910	2.7970
25	1.7081	2.0595	2.3846	2.7874
26	1.7056	2.0555	2.3788	2.7787
27	1.7033	2.0518	2.3734	2.7707
28	1.7011	2.0484	2.3685	2.7633
29	1.6991	2.0452	2.3638	2.7564
30	1.6973	2.0423	2.3596	2.7500
31	1.6955	2.0395	2.3556	2.7440
32	1.6939	2.0369	2.3518	2.7385
33	1.6924	2.0345	2.3483	2.7333
34	1.6909	2.0322	2.3451	2.7284
35	1.6896	2.0301	2.3420	2.7238
36	1.6883	2.0281	2.3391	2.7195
37	1.6871	2.0262	2.3363	2.7154

38	1.6860	2.0244	2.3337	2.7116
39	1.6849	2.0227	2.3313	2.7079
40	1.6839	2.0211	2.3289	2.7045
41	1.6829	2.0195	2.3267	2.7012
42	1.6820	2.0181	2.3246	2.6981
43	1.6811	2.0167	2.3226	2.6951
44	1.6802	2.0154	2.3207	2.6923
45	1.6794	2.0141	2.3189	2.6896
46	1.6787	2.0129	2.3172	2.6870
47	1.6779	2.0117	2.3155	2.6846
48	1.6772	2.0106	2.3139	2.6822
49	1.6766	2.0096	2.3124	2.6800
50	1.6759	2.0086	2.3109	2.6778
51	1.6753	2.0076	2.3095	2.6757
52	1.6747	2.0066	2.3082	2.6737
53	1.6741	2.0057	2.3069	2.6718
54	1.6736	2.0049	2.3056	2.6700
55	1.6730	2.0040	2.3044	2.6682
56	1.6725	2.0032	2.3033	2.6665
57	1.6720	2.0025	2.3022	2.6649
58	1.6716	2.0017	2.3011	2.6633
59	1.6711	2.0010	2.3000	2.6618
60	1.6706	2.0003	2.2990	2.6603
61	1.6702	1.9996	2.2981	2.6589
62	1.6698	1.9990	2.2971	2.6575
63	1.6694	1.9983	2.2962	2.6561
64	1.6690	1.9977	2.2954	2.6549
65	1.6686	1.9971	2.2945	2.6536
66	1.6683	1.9966	2.2937	2.6524
67	1.6679	1.9960	2.2929	2.6512
68	1.6676	1.9955	2.2921	2.6501
69	1.6672	1.9949	2.2914	2.6490
70	1.6669	1.9944	2.2906	2.6479
71	1.6666	1.9939	2.2899	2.6469
72	1.6663	1.9935	2.2892	2.6458
73	1.6660	1.9930	2.2886	2.6449
74	1.6657	1.9925	2.2879	2.6439
75	1.6654	1.9921	2.2873	2.6430
76	1.6652	1.9917	2.2867	2.6421
77	1.6649	1.9913	2.2861	2.6412
78	1.6646	1.9908	2.2855	2.6403
79	1.6644	1.9905	2.2849	2.6395

80	1.6641	1.9901	2.2844	2.6387
81	1.6639	1.9897	2.2838	2.6379
82	1.6636	1.9893	2.2833	2.6371
83	1.6634	1.9890	2.2828	2.6364
84	1.6632	1.9886	2.2823	2.6356
85	1.6630	1.9883	2.2818	2.6349
86	1.6628	1.9879	2.2813	2.6342
87	1.6626	1.9876	2.2809	2.6335
88	1.6624	1.9873	2.2804	2.6329
89	1.6622	1.9870	2.2800	2.6322
90	1.6620	1.9867	2.2795	2.6316
91	1.6618	1.9864	2.2791	2.6309
92	1.6616	1.9861	2.2787	2.6303
93	1.6614	1.9858	2.2783	2.6297
94	1.6612	1.9855	2.2779	2.6291
95	1.6611	1.9852	2.2775	2.6286
96	1.6609	1.9850	2.2771	2.6280
97	1.6607	1.9847	2.2767	2.6275
98	1.6606	1.9845	2.2764	2.6269
99	1.6604	1.9842	2.2760	2.6264
100	1.6602	1.9840	2.2757	2.6259



## APPENDIX 6 (RESULT OF PRE-POST TEST STUDENT)

Pre-Test in experimental Class

Name: ARIF.....

Class: ✓ M. 2.....

Translate words below!

WORD	TRANSLATION
1. FLOUR	1. Bunga X
2. REFUSE	2. menolak ✓
3. GRILL	3. Baru X
4. PRAWN	4. udang ✓
5. STOMACH	5. <del>luka</del> perut ✓
6. BAG	6. <del>kar</del> X
7. RULER	7. Penggaris ✓
8. DESK	8. X
9. HONEY	9. Sayang X
10. APRON	10. X
11. DRAWER	11. X
12. FLAGPOLE	12. X
13. GIANT	13. Rak sasa ✓
14. INK	14. X
15. PUPIL	15. X
16. CHALK	16. X
17. BELLY	17. <del>Beli</del> Beli di warung X
18. BROW	18. X
19. DASH	19. X
20. FOREHEAD	20. X
21. GLEAM	21. X
22. JAM	22. Clock X
23. ACCEPT	23. Percepat X
24. OIL	24. minyak ✓
25. NAPKIN	25. X
26. ASLEEP	26. Rajil X
27. DWARF	27. Vatur X
28. TWINKLE	28. Sukran X
29. BUSY	29. hujan X
30. LAZY	30. angga X
31. AWAKE	31. mata X
32. SPRINT	32. Cepat X



## Post-test in Experimental Class

Name: ARIF.....

Class: VIII.....

Translate words below!

WORD	TRANSLATION
1. BUSY	1. Malas ✓
2. FLOUR	2. Tidak ✓
3. REFUSE	3. Barlari ✓
4. SPRINT	4. Bangun ✓
5. AWAKE	5. Minyak ✓
6. OIL	6. Tiang bendera ✓
7. FLAGPOLE	7. Pemanggang ✓
8. GRILL	8. Udang ✓
9. PRAWN	9. Parut ✓
10. STOMACH	10. Tas ✓
11. BAG	11. Penggaris ✓
12. RULER	12. Coklat ✓
13. BROW	13. Meja ✓
14. DESK	14. Madu ✓
15. HONEY	15. Celamex ✓
16. APRON	16. Iaci ✓
17. DRAWER	17. Malas ✓
18. LAZY	18. Raksasa ✓
19. GIANT	19. Tinta ✓
20. INK	20. Siswa ✓
21. PUPIL	21. Kapur ✓
22. CHALK	22. Parut ✓
23. BELLY	23. Jidat ✓
24. FOREHEAD	24. Bersinar ✓
25. GLEAM	25. Barlari ✓
26. DASH	26. Jam ✓
27. JAM	27. Manerima ✓
28. ACCEPT	28. Tidak ✓
29. NAPKIN	29. Tidur ✓
30. ASLEEP	30. Bersinar ✓
31. TWINKLE	31. Bersinar ✓
32. DWARF	32. X

## APPENDIX 7 (DOCUMENTATION)













**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE**

Alamat : JL. Amal Bakli No. 8 Sorwang Kota Parepare 91132 ☎ (0421)21307  
Po Box : Website : [www.iainparepare.ac.id](http://www.iainparepare.ac.id) Email: [info.iainparepare.ac.id](mailto:info.iainparepare.ac.id)

Nomor : B201 /In.39/PP.00.9/10/2018  
Lampiran : -  
Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
Kepala Daerah KOTA PAREPARE  
Cq. Badan Perencanaan Pembangunan Daerah  
di  
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama : NUR YASTAD FAJRAH  
Tempat/Tgl. Lahir : UJUNG PANDANG, 06 Mei 1996  
NIM : 14.1300.161  
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : JL. BAU MASSEPE NO.266 B, KEL. KAMPUNG BARU, KEC. BACUKIKI BARAT, KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

**" THE EFFECTIVENESS OF USING RELATED WORDS METHOD IN TEACHING VOCABULARY OF EIGHTH YEAR STUDENTS OF SMP NEGERI 9 PAREPARE"**

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

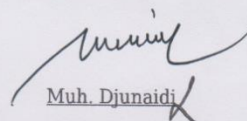
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

9 Oktober 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan  
Pengembangan Lembaga (APL)

  
Muh. Djunaidi



**PEMERINTAH KOTA PAREPARE**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421) 26111, Kode Pos 91122  
 Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id

**PAREPARE**

Parepare, 10 Oktober 2018

Nomor : 050 / 936 / Bappeda  
 Lampiran : --  
 Perihal : **Izin Penelitian**

Kepada  
 Yth. Kepala Dinas Pendidikan dan Kebudayaan Kota Parepare  
 Di -

**Parepare**

**DASAR :**

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 2501/In.39/PP.00.9/10/2018 tanggal 9 Oktober 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : NUR YASTAD FAJRAH  
 Tempat/Tgl. Lahir : Ujung Pandang / 6 Mei 1996  
 Jenis Kelamin : Perempuan  
 Pekerjaan : Mahasiswi  
 A l a m a t : Jl. Bau Massepe No. 266 B, Kota Parepare

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :  
 "THE EFFECTIVENESS OF USING RELATED WORDS METHOD IN TEACHING VOCABULARY OF  
 EIGHTH YEAR STUDENTS OF SMP NEGERI 9 PAREPARE"

Selama : Tmt. Oktober s.d November 2018  
 Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/ Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA  
 SEKRETARIS  
  
**E. W. ARIYADI S. ST., MT**  
 Pangkat Pembina Tk. I  
 Nip. 19691204 199703 1 002

**TEMBUSAN :** Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare



**PEMERINTAH KOTA PAREPARE  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 9 MODEL  
Alamat : Jln. Bau Massepe No. 94A ☎ (0421) 21940  
PAREPARE**

Kode Pos : 91121

**SURAT KETERANGAN  
Nomor : 422 / 349 / SMP.9 / XI / 2018**

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 9 Parepare menerangkan bahwa :

N a m a : NUR YASTAD FAJRAH  
NIM : 14.1300.161  
Fakultas : Tarbiyah dan Adab  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Bau Massepe No. 266 B Parepare

Benar telah melaksanakan penelitian untuk mengambil data pada SMP Negeri 9 Parepare dalam rangka penyelesaian penyusunan **SKRIPSI** yang berjudul :

**“ THE EFFECTIVENESS OF USING RELATED WORDS METHOD IN TEACHING  
VOCABULARY OF EIGHT YEAR STUDENTS OF SMP NEGERI 9 PAREPARE ”**

Demikianlah surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Parepare, 23 Nopember 2018  
Kepala Sekolah,  
  
**KAMARUDDIN, S.Pd. M.Pd**  
NIP : 19621231 198403 1 115



## CURRICULUM VITAE



Nur Yastad Fajrah, the researcher of this skripsi, was born on May 6<sup>th</sup> 1996 in Ujung Pandang. She is the first child of three children from the marriage of her parents, Muhammad Kasim and Hj. Hasbiah.

She began her study 2002 in SDN 24 Parepare, Bacukiki Barat in Parepare and graduated on 2008 at the same year she registered in SMPN 9 Parepare and graduate on 2011, and she registreted in SMA Negeri 1 Parepare, and on 2014 she registered on State Islamic Collage of Parepare (STAIN) and now change into State Islamic Institute (IAIN) Parepare and finished her study with entitle of skripsi is *“Improving Students’ Vocabulary Through Semantic Field of Eighth Year Students of SMP Negeri 9 Parepare”*.

