A COMPONENTIAL ANALYSIS ON SYNONYMOUS NOUNS USED BY THE THIRD SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

A THESIS

Presented as Partial Fulfilment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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I honestly declare that this thesis, which I wrote, does not contain the works or parts of the works of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 25 July 2008

The Writer

Veronika Dewi Aristiya
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Nama : Veronika Dewi Aristiya
Nomor Mahasiswa : 041214115

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The writer,

Veronika Dewi Aristiya
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ABSTRACT

Aristiya, Veronika Dewi. 2008. *A Componential Analysis on Synonymous Nouns Used by The Third Semester Students of English Language Education Study Program*. S-1 Degree Thesis. English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study begun with the language phenomenon about how to use synonymous nouns appropriately. English learners sometimes did not know when to use one of the synonymous nouns and why they should choose one word instead of the other. Teachers also sometimes did not explain why we had to choose one word instead of the other. This study tried to help both English learners and teachers to analyze synonymous nouns. Hopefully this study could give benefits for the readers in having a good skill in choosing the right word since it gave the example of how to analyze synonymous nouns.

This study used Componential Analysis to solve the research problems. It analyzed each word not as unitary concepts but as complexes made up of components of meanings. This Componential Analysis identified the semantic features of the synonymous nouns. It helped to find the similarities and the differences between synonymous nouns. Semantic feature was related to components that formed meaning. The function of semantic feature was to distinguish meanings.

This study was a qualitative study. It focused on language phenomena that needed exploration and explanation. Document analysis was used as the source of data. It dealt with analyzing and interpreting the students writing. From this analysis, the research proceeded to dictionary and library study. The dictionary study used Thesaurus to look for the synonyms of the inappropriate nouns that appeared in the students’ writing. The library study was conducted to find the semantic features of the nouns so that the similarities and the differences between them could be seen.

In this study, the researcher found twenty nine inappropriate nouns used by students. Some of them were not synonymous with the word that should replace them. It could be said that students did not only make mistakes in the area of synonymous nouns. Some of them used inappropriate words even they did not exactly represent the idea that was going to be told. English learners should be careful of choosing the appropriate word to use. Teachers also should explain to the students when they gave correction about students’ diction. They should give a scientific explanation to the students of why they have to use one word instead of the others.
ABSTRAK

Aristiya, Veronika Dewi. 2008. *A Componential Analysis on Synonymous Nouns Used by The Third Semester Students of English Language Education Study Program*. S-1 Degree Thesis. English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Studi ini dimulai dengan keingintahuan akan kata benda bersinonim. Orang yang mempelajari Bahasa Inggris kadang tidak tahu kapan harus memakai salah satu dari kata benda bersinonim dan mengapa mereka harus memilih salah satu diantara yang lain. Guru juga kerkadang tidak dapat menjelaskan mengapa kita harus memilih salah satu diantara yang lain. Studi ini berusaha membantu baik siswa maupun guru dalam menganalisa kata benda bersinonim. Semoga studi ini dapat memberikan keuntungan bagi para pembaca dalam memiliki kemampuan yang baik dalam memilih kata yang tepat karena studi ini memberikan contoh bagaimana menganalisa kata benda bersinonim.


Ada dua puluh sembilan kata beda yang tidak tepat dipakai oleh siswa. Beberapa bukan merupakan sinonim dari kata benda yang seharusnya menggantikannya. Dapat dikatakan bahwa siswa tidak hanya membuat kesalahan dalam hal kata benda bersinonim. Beberapa dari mereka menggunakan kata yang tidak tepat meskipun tidak mewakili ide yang akan disampaikan. Siswa sebaiknya hati-hati dalam memilih kata yang tepat untuk digunakan. Guru juga seharusnya dapat memberikan penjelasan ketika mereka memberikan koreksi terhadap diksi siswa. Mereka seharusnya memberikan penjelasan yang ilmiah kepada siswa tentang mengapa mereka harus menggunakan satu kata dari banyak kata yang lain.
CHAPTER I
INTRODUCTION

This chapter presents the research background, problem formulation, problem limitation, research objectives, research benefits and definition of terms. The research background discusses the reason why the study was conducted. The problem formulation presents the questions to be answered in the research. The problem limitation gives a clear border about the specific area and focus of the study. The research benefits elaborate what advantages that the study can give. In the definition of terms, there are the explanations about the terms that are used in the study.

A. RESEARCH BACKGROUND

Language is used to convey meaning and “language without meaning is meaningless” (McManis, Carolyne, et al., 1987: 185). Therefore, there is a need to study meaning. The study of meaning is called semantics, the subject area of this study.

One of the skills in learning language to convey meaning is writing. Writing is art. The result of the writing should be in the well-arranged form so that it is nice to be read. To have a good writing, one of the criteria that has to be fulfilled is having the right diction. It means we have to know the right word to use.

Compared to oral, in writing, the reader cannot ask the writer about the meaning of his/her writing. In oral form, people can ask the speaker if unclear
word appears. Therefore, we need to select the right word to represent our ideas using language in writing. This is why there is a need to conduct this study in order to help people having a good choice of word in writing.

Being more specific, this study begins with language phenomena of how to use synonymous words appropriately. This is because a lot of people still do not know which word to choose between two synonymous words. They sometimes only use their own logic to choose between two synonymous words. They cannot answer the question asking why they use this word instead of the other.

English learners sometimes do not know when to use one of the synonymous and why they have to choose one word instead of the other. Even teachers sometimes do not explain why we should choose one word instead of the other. Teachers just say that having one word is more suitable rather than the other. It makes the students confused.

This study tries to help English learners and teachers in finding the way to analyze two synonymous words especially nouns. Hopefully it can give a scientific explanation. English learners know how to choose the right word. Teachers can explain well when they say that one word is incorrect and the other is the correct one. Finally, this study can help people in choosing the right word to use.

B. PROBLEM FORMULATION

The language phenomenon that is discussed further in this study is about the confusion to choose between two synonymous nouns. This study is aimed to answer the following questions:
1. What are the common mistakes in the use of synonymous nouns made by students?

2. What are the similarities and differences among the synonymous nouns?

3. What are the examples of sentences using the right use of synonymous nouns?

C. PROBLEM LIMITATIONS

This study only focuses on nouns. In writing, we need to have the right noun to use. If we use the wrong noun, it may arise a misunderstanding in the reader’s mind. Furthermore, the same study about verbs is being conducted by the other researcher. So, this study limits the discussion only on synonymous nouns. The list of the synonymous nouns are taken from the students’ writing.

The students’ writing are from the students taking Short Essay I class. In this class, the students learn how to write well. The researcher takes two classes (A and D) as the samples because another classes are going to be used for another research. The purpose of choosing this group of students is to prove that the language phenomenon discussed in this study really appears. Even students in the English Department can still make mistakes in choosing the right words.

In this research, Thesaurus is used to do the analysis. The researcher finds out the synonymous nouns and then analyse them by using Thesaurus. It is used to see the synonyms of the nouns found in the data and also to see the similarities and then identify the differences of the nouns. “A Thesaurus helps you avoid repetition in your writing and helps you find a word for an idea you have in mind.”
You can use it to increase your vocabulary as the typical Thesaurus has synonyms for more than 100,000 words” (http://en.wikipedia.org/wiki/Synonym).

The semantic features to see the similarities and differences among the synonymous nouns are derived from the Thesaurus. The researcher paraphrases them and puts them in the analysis. There are four features presented in the data analysis. The four features are those that are related to the inappropriate synonymous nouns made by students. Another features that are not related are not included in the analysis.

D. RESEARCH OBJECTIVES

The research deals with semantics and focuses on the synonymous nouns. Therefore, the research is aimed to:
1. identify the common mistakes in the use of synonymous nouns made by students.
2. find the similarities and differences among the synonymous nouns.
3. present the examples of sentences using the right use of the synonymous nouns.

E. RESEARCH BENEFITS

This study tries to help people to be able to choose the right word in order to have a good quality of writing. It gives some benefits to English learners, teachers, and future researchers.

This study hopefully can help English learners to have a good skill in choosing the right word. By reading this study, they can give a judgement about
the word to use. Because the research only focuses on nouns, it helps them to understand synonymous nouns better. There will be no doubt in using one noun instead of the other.

The research also gives benefits to teacher. Sometimes teachers cannot explain explicitly why the learners have to choose a certain word instead of the others although they have the same meanings. It helps the teachers to get a clear understanding on it so that they are able to explain well.

For future researchers, this study gives them basis to study other nouns or other word categories. Hopefully it can raise the curiosity of the future researchers to conduct the same study.

F. CLARIFICATION OF TERMS

1. Synonymous Nouns

Noun is a word used to name or identify any of a class of things, people, places or ideas or particular one of these. There are also abstract things like happiness, loneliness, friendship. They are also nouns. The way to identify whether it is noun or not is by knowing the distributional property of nouns. Nouns can appear with a determiner. It can be the, a, this, these, that, those.

Two or more words are considered synonymous when they share the same meaning. Not all of things in the world can be exactly the same but two or more words are considered as synonymous when most of the time they are understood in the same way. In this study, synonymous nouns are words that can appear with a determiner and most of the time they are understood in the same way.
2. Componential Analysis

“The meaning of words are analyzed not as unitary concepts but as complexes made up of components of meaning which are themselves semantic primitives.” (Kempson, 1989: 18) The explanation above can be used to explain what componential analysis is. In the componential analysis, each component should be analyzed as complex elements. Componential analysis studies more on the systematic relations between words. It deals with the semantic features, a component that will show the similarities and differences of words. Through this research, the semantic features of nouns will be compared to see the distinctive features between them. In the study, Componential Analysis is seen as an effort to analyze components as complex elements by finding out the semantic features that each component has and then compare them to see the distinctive features that make them different.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the discussion on the related literature to support the research. The discussion includes two main subtopics, namely theoretical description and theoretical framework.

A. THEORETICAL DESCRIPTION

This subtopic presents relevant theories that contribute to the research. Only theories that are directly related to the research are discussed.

1. Semantics

Language is used for the sake of communication. In the communication process, there is a message to be transferred. First of all, the message is formed in the sender’s mind and then it is spoken out through the mouth. The sender speaks by using language to transfer his/her message to the receiver. This message consists of meaning. Therefore, language is a vehicle to convey meanings. In order to use the language appropriately, a study of meanings is needed. The study is called semantics.

Semantics is not just a study of meanings. It tries to see the relationship between meanings. There is a need to go deeper to the relationship between meanings rather than just studying meanings as a separated part. In communication, we use so many words. These words should be clear so that the receiver will not misunderstand the message from the sender. This relationship is a part of semantic competence. It is closely related to the ability to recognize that some meanings are similar to each other and some meanings are in the opposite of each other.
“Additionally, there are semantic relations between words and certain semantic categories may imply others” (Fromkin and Rodman, 1994:208). Semantic features express these relations between words. It identifies the components of one word compared to another word. It is related to the components that form meanings. Different meanings will result in different semantic features. For example, the words bring and take similar or synonymous because they share the same semantic feature to carry but they are different because of the direction. Bring means to carry something to the direction of the speaker and take means to carry away from the speaker. It can be concluded that the function of the semantic features is to distinguish meanings. There will be a concept of a word in the human mind that makes the word different with another word.

In identifying the semantic features, first of all, all words are listed. When it is done, each form should be contrasted one by one by identifying the distinctive feature. It is then recorded in a different list. The group that contains similar features is arranged in a column. After that, the result is shown in a chart using plus minus signs to identify the existence of semantic features. Below is the example.

<table>
<thead>
<tr>
<th>Semantic Feature</th>
<th>fog</th>
<th>Mist</th>
</tr>
</thead>
<tbody>
<tr>
<td>A cloud of tiny drops of water</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Thick</td>
<td>+</td>
<td>-</td>
</tr>
</tbody>
</table>

Figure 2.1
Identifying semantic feature

From the table above, fog and mist are similar that they are a cloud of tiny drops of water. The difference is that fog is thicker than mist.

2. Componential Analysis

There is a need to analyze word by word that forms a sentence in order to have a complete meaning. The meaning is reduced into atomic parts. It is done to make
sure that people use the right word. It will make the hearer clearly catches the meaning being represented through words. These words should exactly represent the meaning that will be conveyed. In the other words, each word should be analyzed to get the true meaning. That is why we need to break up word into units in Componential Analysis.

“The meanings of words are analyzed not as unitary concept but as complexes made up of components of meaning which are themselves semantic primitives.” (Kempson, 1989:18) In the componential analysis, each word is analyzed as complex element. It reduces the meaning of word into contrastive items. It studies more on the systematic relations between words. Firstly, componential analysis appears as a tool to study the relationship between words. It is useful for the study of meaning. One way to analyze a word in Componential Analysis is by identifying the semantic features that a word may share with another word or it may make the word different with another words.

A general way to contrast meaning is by looking for the opposite of the meaning. It makes a generalization consisting of lexical items. For example the feature of [+HUMAN] is needed to distinguish bear and boss. Bear belongs to [-HUMAN] and boss belongs to [+HUMAN]. It shows the limitation of the choice of words. It is used to show why The bear confessed his mistake is unacceptable and The boss confessed his mistake is the acceptable one. There should be some features that show the similarities and the differences of words so that people know which word to use. It can also avoid misunderstanding.

There are six procedural steps that are used in the Componential Analysis. The first step involves a tentative selection of meanings that appear to be closely related
or they share a number of common components. Then, the second one is to list all the specific kinds of referents for each of the meanings. The third step is determining those components that may be true of the meanings of one or more terms. The fourth step is to determine the diagnostic components applicable to each meaning. The fifth one consists of a systematic description of the diagnostic features. At last, the result of these procedures will be like the example below.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Father</th>
<th>Mother</th>
<th>Son</th>
<th>Cousin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. male vs female</td>
<td>m</td>
<td>f</td>
<td>M</td>
<td>m/f</td>
</tr>
<tr>
<td>2. generation: +1,same,-1</td>
<td>+1</td>
<td>+1</td>
<td>-1</td>
<td>+1/s/-1</td>
</tr>
<tr>
<td>3. linearity: direct, +1,+2</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>+2</td>
</tr>
<tr>
<td>4. consanguineal/affinal</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
</tr>
</tbody>
</table>

Figure 2.2
The result of the six procedural steps in Componential Analysis

The first feature is male or female. The letter m indicates male and the letter f indicates female. m/f indicates can be male or female. The second feature is about the generation. +1 means one generation above the person. -1 means one generation below the person. s means the same generation with the person. The third one is the linearity. The letter d shows the direct relationship. The person can be the parents or the child. +1 shows not really direct relationship. +2 indicates indirect relationship. The last one is consanguineal or affinal. The letter c indicates consanguineal. It is a blood relationship. Affinal is related by marriage. For example, father has the features of male, one generation above the person, having direct relationship, and consanguineal or having blood relationship.
3. Synonymy

The word synonymy may results the definition of sameness of meaning. It will be uninteresting topic to discuss if we just simply interpret synonymy as the sameness of the meaning. Synonymy is not just sameness of meaning. “Synonyms are words whose semantic similarities are more salient than their differences.” (Cruse, 2000: 156) Synonyms are lexical items that have identical characteristics in ‘central’ semantic traits, but differ in ‘minor’ traits.

According to John Lyons in his book Linguistic Semantics, there are three kinds of synonyms. The first one is near synonymy: expressions that are more or less similar, but not identical, in meaning. For example, He was killed, but I can assure you he was not murdered, Madam. There is a difference between kill and murder. Actually, those words are synonymous. They share the same trait that is causing death. But, they are different in respect of the object of that action or may be the way the subject does the action. Therefore, the differences in near synonymy can be minor or back grounded or both. The minor differences consist of the following things:

a. Adjacent position on scale of ‘degree’
There are two words that actually synonymous, but they are different in scale. They have the same meaning, but there is a degree that differentiates them. For example, fog and mist are synonymous but mist is not so thick as fog.

b. Certain adverbial specialization of verbs: chuckle: giggle
There are two words that are different in the adverbial feature attached on them. Adverbial feature is like quite, slowly, loudly, fast, etc. For example, chuckle and giggle are synonyms. Chuckle is quite laugh but giggle is laugh lightly. Actually they
share the same feature that is laugh, but they have a difference in the adverbial feature or the way it is done.

c. Aspectual distinctions

In this aspectual distinction, the words are different in one aspect. They still have the same meaning. For example, the two synonymous words are *calm* and *placid*. They share the same meaning that is not excited. They have also the difference. Calm is used to explain a condition of being not excited. Placid is used to describe a person who is not excited.

d. Difference of prototype center

The two words are synonymous, but they still have a minor difference. It is about the prototype center. For example, *brave* is prototypically physical, but *courageous* prototypically involves intellectual and moral factors. The backgrounded distinction between *pretty* and *handsome* is *good-looking*. If the gender is fore grounded as man and woman, the words will not be synonymous.

The second one is partial synonymy. It meets the criterion of identity of meaning but fail to meet the conditions of absolute synonymy. For example, the word fiddle and violin are mutually entailing but they leave truth conditions intact that they cannot just replace one another in all contexts so that they are not absolute synonyms. This kind of synonymy can be said as the transition between near synonymy and absolute synonymy. Near synonymy is simply defined as more or less similar but not identical. Absolute synonymy requires some conditions to be available. It can be said that partial synonymy has identity of meaning but cannot fulfill the criteria of being absolute synonymy.
The last one is absolute synonymy. This kind of synonymy is rarely found. Two or more words are said to be absolute synonymy if they meet the three conditions. The three conditions are all their meanings are identical; they are synonymous in all contexts, and semantically equivalent on all dimensions of meaning. It is so impossible to find the absolute synonyms because there are no words that are exactly interchangeable. The following examples will give an explanation that it is difficult to find absolute synonyms:

a. brave: courageous

(+) Little Billy was so brave at the dentist’s this morning

(-) Little Billy was so courageous at the dentist’s this morning

b. big: large

(+) He’s a big baby, isn’t he?

(-) He’s a large baby, isn’t he?

c. almost: nearly

(+) She looks almost Chinese.

(-) She looks nearly Chinese.

Note: (+) = acceptable

(-) = unacceptable

However, “there are no real synonyms. No two words have exactly the same meaning.” (Palmer, 1991: 89) Some sets of synonyms belong to different dialects of the language. They are actually synonymous but they belong to different dialects. This makes them different. Furthermore, there is a similar situation, but more problematic one, with the words that are used in different styles. The words gentleman and man are different in the degrees of formality. It is difficult to be
discussed because there is no clear distinction between the styles, whether it is regarded as within semantics or belongs to different languages.

Some words may be said to differ only in their emotive or evaluative meanings. For example, *statesman* and *politician* influence attitudes. Someone may say that *statesman* is a good word rather than *politician* or vice versa. Some words are collocationally restricted. The words occur only if they are accompanied by a certain conjunction. They have their own pairs. They can only appear with their pairs. For example, the word *rancid* can only occur with *bacon* or *butter*. Many words are close in meaning. In other words, the words loose the sense of synonymy. For example, the word *mature* is synonymous with *adult, ripe, perfect, due*. If the synonymous words are looked for, it will get further and further from the meaning of the original word.

It may be a little bit helpful if there is a way of testing synonyms. One way, substitution test may give the answer. It deals with substituting one word for another. Unfortunately, there are no total synonyms. There are no word that can be used in every context even the word being replaced is synonymous. The other way to test synonymy is by investigating the opposites. If words have the same antonym, they are treated to be synonyms. It means that they share most of their traits.

4. Thesaurus

A Thesaurus is one kind of dictionary that provides synonyms, or antonyms, wordlists, and other interesting features. Thesaurus can help “to avoid repeating words within a sentence and avoid beginning successive sentences or paragraphs with identical words.” ([http://en.wikipedia.org/wiki/Synonym](http://en.wikipedia.org/wiki/Synonym)) Therefore, thesaurus can help English learners having a good writing. It can help increasing vocabularies and also finding a word to represent the idea that appears in the mind. Before using a
Thesaurus, there is a need to know the features of the Thesaurus. It may contain antonyms, wordlist, and other interesting features. Then, choose the synonyms carefully. A good dictionary is also needed in using Thesaurus when the word is still unfamiliar.

Using Thesaurus is similar with using dictionary. There is A-Z list consisting of the headword. It is followed by concise definitions supplying a basic reference point and helping the users to evaluate synonym choices. Actually, there are no words that are exactly the same, but at least one meaning is common with the words. By using Thesaurus, the users will soon recognize that there are no two words that are interchangeable in every context. Thesaurus also sorts words with multiple meanings based on the frequency of use. The more common meaning appears before the less common ones. Thesaurus is usually used to say different or more expressive ways in saying the idea in the mind. The dictionary then completes the use of Thesaurus. It is used to consider synonyms in the desired context so that there is no more doubt in applying a word.

B. THEORETICAL FRAMEWORK

This subtopic summarizes and synthesizes all major relevant theories that help to solve the research problems.

The research uses Componential Analysis to solve the research problems. It describes the relation between meanings and reduces every meaning into minimal component in contrastive dimensions. The componential definition can relate synonyms. Componential Analysis identifies the semantic features that a word may share. It helps this research to find the similarities and the differences of synonymous nouns.
Since Componential Analysis is trying to find the semantic features of synonymous nouns and the differences between them, there is a need to comprehend more on semantic features. Semantic features deals with the components that form meaning. Different meaning has different semantic features. The function of semantic feature is to distinguish meanings. The way to identify semantic features consists of 5 steps. First of all, all words are listed and then each form is contrasted one by one by identifying the distinctive feature. It is then recorded in a different list. The group that contains similar features is arranged in a column. The last step is making a chart using plus minus signs to identify the existence of semantic features.

In this study, the synonymous words are partial synonymous that meet the criterion of identity of meaning but fail to meet the conditions of absolute synonym. For example, the word *possibility* and *probability* share the same semantic feature *may happen*. They also have the distinctive feature. *Possibility* is closely related to no exact ratio but *probability* has a ratio expressing the chances that something may occur. To decide whether the words are synonymous or not, the researcher investigates the opposites. If the words have the same opposites or antonyms, it will be treated as synonyms. Having the same antonym means sharing most of the traits. They are called synonyms.

The synonyms then are compared and looked for their synonyms in the Thesaurus. In order not to be doubt in applying a word found in Thesaurus, a good dictionary is needed together with Thesaurus. In this study, Thesaurus offers help for English learners to choose the right word to use so that it really represents the meanings they want to convey.
CHAPTER III

METHODOLOGY

This chapter presents the methodology or how the study was completed. There are six sections in this chapter. They are Method, Research Participants, Research Instruments, Data Gathering Technique, Data Analysis Technique, and Research Procedure.

A. METHOD

This study was a qualitative study. The study focused on language phenomena that needed exploration and explanation. They were problems related to the inappropriate uses of synonymous nouns. The writer chose noun because it was one of the important component. The similar study about verb was being conducted by another researcher. If we had the wrong noun, there might be a misunderstanding about the concept being talked about.

This research used document analysis as the source of data. Document analysis “focuses on analyzing and interpreting recorded material within its own context. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, and so on.” (Ary, Jacobs, Razavich, 2002: 27) The document was from the students’ writing. After knowing the common mistakes of the students, the research proceed to the dictionary and library study.

The dictionary and library study are based on the secondary research especially other researchers’ books and articles. (Brown and Rodgers, 2002: 10)
aim of the dictionary and library study here was to obtain a depth understanding in
the finding the semantic features to see differences among synonymous nouns and
provide the explanation and examples of the uses of synonymous nouns. All in all,
the research was a qualitative study in the form of a document analysis supported by
library and dictionary study.

B. RESEARCH PARTICIPANTS

The population of the participants was the students from English Education
Study Program of Sanata Dharma University. The students were chosen because
they represented people who were still in the middle of the process of intensive
English learning. The samples were the students taking Short Essay I Class. The
purpose of choosing this group of people was to prove that even students majoring
in English Department could still make mistake in choosing the right word
especially when they found synonymous words to choose. It could be a proof that
people had difficulties in choosing one of the synonymous words.

The participants were chosen randomly from two classes of Short Essay
Class. They were in the fourth semester. There were eighty seven participants. The
participants were in the process of studying English intensively. They represented
the students who have studied English intensively but they have not graduated. They
were representative because there were four classes (A, B, C, D) in the population.
If the samples were taken from the two classes, they had already covered a half of
the number.
C. RESEARCH INSTRUMENTS

The instrument used in this research was the researcher herself. The inappropriate nouns found in the students’ writing were analyzed by the researcher. She derived the semantic features of the synonymous nouns using Thesaurus and dictionary.

D. DATA GATHERING TECHNIQUE

The data were obtained from the students’ writing in the progress test I of Short Essay I class on September 18, 2007. In this test, the students had to write a narrative passage and a passage of describing people. So, the researcher borrowed the students’ writing from the lecturer as the source of data. The researcher looked for the inappropriate nouns in the students writing. Then the nouns were listed and selected so that there were fifteen nouns. The fifteen nouns were the most frequent nouns used by the students. The amount of the nouns were a half of the inappropriate nouns found in the students’ writing.

E. DATA PROCESSING

As it was stated in the research instrument, the study was a document analysis. The inappropriate nouns found in the students’ writing were analyzed. They were selected into fifteen nouns. Those fifteen nouns were the data used. The words were selected based on the rank from the most frequent errors made by the students. To know the rank, there was a table to analyze which nouns were in the fifteen top ranks. The table is illustrated like below:
The inappropriate nouns were taken from the students writing in class A and D. But the counting of finding the number of the students correctly used the nouns is only based on class D writing. The fifteen nouns from the students’ writing were analyzed further using dictionaries and other documents in the library. Those words were looked for their synonyms through Thesaurus Study. Then the analysis was conducted and after that, there was an explanation and examples of the sentences using those synonymous nouns.

For example, the researcher found the inappropriate noun in the student’s writing. It was *home*. Then the researcher looked for the synonym of the word *home* in the Thesaurus. It was *house*. The next step, the library study was conducted to find the semantic features. In the dictionary, the researcher found the definition of *house* as a building made for people to live in and *home* as the place where one lives with one’s family. The researcher concluded that the similarity of home and house was that they shared the same feature of being a place to live. The difference was that home is referred to the family or circumstance inside but house referred to the building or physical appearance.
F. RESEARCH PROCEDURE

There were four steps in doing this research. Firstly, the researcher gathered the data from the third semester students’ writing assignment. From the writing, the researcher listed the inappropriate nouns that appeared. Secondly, the nouns were selected so that there were fifteen nouns to be analyzed further. It was the half amount of the inappropriate nouns found in the students’ writing. The words were ranked from the most frequent nouns appeared in the students writing. The more frequent the noun appeared in the students’ writing, the earlier the noun was placed in the rank.

Thirdly, the dictionary study was conducted. It used Collins Concise Dictionary and Thesaurus, the third edition, published in 2003. Visual Thesaurus 3 also completed the research. It was an electric Thesaurus. The Thesaurus was used to look for the synonyms of the fifteen inappropriate nouns. The dictionary was used to give deep understanding about the nouns. Fourthly, the nouns were brought to the library study. It was called library study because it reviewed related theories and quoted related explanations and examples from relevant written sources. The researcher looked for the semantic features of the nouns so that the similarities and the differences could be seen. The library study also provides the explanation of the synonymous nouns and the examples of the correct use.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two sections. They are Data Presentation and Data Analysis. Data Presentation describes the data found in the research. Data analysis discusses how the data are analyzed to solve the research problems.

A. DATA PRESENTATION

As described in chapter III, this research is conducted by analysing students writing in Short Essay I class in their mid test I on September 18th, 2007. After conducting the analysis, the researcher comes to the list of inappropriate words found in the students writing. The inappropriate words mean the wrong diction that the students use. The list is taken from the students writing in Short Essay I class A and D and enclosed at the appendix.

After finding the inappropriate words, the researcher checks the words above in the other students’ writing to know how many times the words appear in the students’ writing. This step is conducted to decide the fifteen most frequent words to be analyzed further. The more the word appear in the students’ writing, the earlier the word is placed in the rank of words to be analyzed further. The data in which the fifteen most frequent words correctly used by students are from class D only. This class is chosen as the representative of the third semester students to measure the mastery of synonymous nouns. It is done because in this class the researcher finds most of the fifteen frequent inappropriate nouns. The result of this step is also enclosed at the appendix. The findings above can be counted in this column:
<table>
<thead>
<tr>
<th>Inappropriate Nouns</th>
<th>Inappropriate Nouns Appeared</th>
<th>Appropriate Nouns Appeared</th>
<th>Total Students Using The Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Bound</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Allowance</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Aid</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Difficulty</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Disaster</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Direction</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Energy</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mode</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Achievement</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Attitude</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Sound</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Power</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Story</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Attendance</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Journey</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Attitude</td>
<td>1</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Environment</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Home</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Appointment</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>House</td>
<td>1</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Road</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Wrong</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Occupation</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Tools</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mistake</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Homework</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Awareness</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Behaviour</td>
<td>1</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

Figure 4.1
Counting column to decide fifteen frequent words

By looking at the total students using the nouns, the researcher decides the fifteen frequent words discussed further in the next step. These are the fifteen most frequent words appeared in the students writing:

1. house
2. behaviour
There are words in the counting column that should be in the fifteen most frequent words. They were \textit{attitude, story, homework, achievement, and appointment}. They are wrong dictons made by the students but the correct words that should replace them are not their synonyms. The examples of the sentences wrongly made by the students are:

Case 1: I admire him very much because he has three great \textit{attitudes (characters)}: hard worker, nice, generous.

Case 2: If I got problem, she would hear my \textit{story (sharing)} and tried to give the best advice, then she could make me laugh.

Case 3: She was ordered to do all the \textit{homework (housework)} like a servant.
Case 4: So that, many people love and give an achievement (honour) to her.

Case 5: One day the husband remembered for his appointment (agreement) with the enchantress.

Then they let free the pipit bird like in the appointment (agreement).

The italics words are the inappropriate words and the appropriate words that should be used. They are not synonymous. It is proved by looking at the Thesaurus. Since the researcher only focuses on the synonymous nouns, these five words are not included in the list of words being analyzed further.

B. DATA ANALYSIS

In this section, the researcher analyzes the fifteen pairs of nouns that have been selected before. There are the presentation of the semantic features, the explanation and also examples of the sentences. Most of the examples are taken from Visual Thesaurus 3. It is an electronic dictionary. It can be installed in the computer. It looks like mind-mapping. If the word is typed, there will be some branches. Each branch shows the synonymous words of the word typed. The use of the words are presented through examples of sentences.

The analysis includes four features that are related to the inappropriate use of nouns. The four features are selected to prove that the students really uses inappropriate nouns and to compare the nouns with the appropriate ones. The plus minus signs are used to show the existence of the feature. If there is a plus sign (+), it means that the feature exists. It belongs to the word above the feature. On the contrary, the minus sign (-) indicates that the feature does not exist.
1. **house and home**

The table below shows the semantic features of the words *house* and *home*.

<table>
<thead>
<tr>
<th>Features</th>
<th>home</th>
<th>house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing on the building</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Circumstance inside</td>
<td>+</td>
<td>_</td>
</tr>
<tr>
<td>Psychological orientation</td>
<td>+</td>
<td>_</td>
</tr>
<tr>
<td>A place to live</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

From the table above, it can be said that *home* and *house* share the same meaning of being a place to live but they are different. *House* refers to the building or the physical aspect. *Home* focuses more on the psychological or circumstance inside the building. The difference can be seen through the examples below:

(1) They had a large carriage *house*.

(2) He does not have a *home* to go.

In the first sentence, the word *house* refers to the building. The subject in the sentence had a building to live. It represents the physical appearance of the place to live that is large. In the second sentence, the word *home* represents the circumstance inside the house. It refers to family, not the building. The sentence shows that the subject is alone in this world. There is no family, no body that is waiting for his getting back to the place to live.

Below is the inappropriate use of the word *house* in the student’s writing.

Case 1: Finally, he arrived at his *house*.

This sentence is wrong because actually the referred meaning is not only a place to live. It refers more on the circumstance inside the building or the psychological...
orientation. The destination of the subject in arriving to the place is not only the building. It is the circumstance inside or comfortable situation in the place where he lives. So, it only fulfills the feature of being a place to live but it is against the feature of circumstance inside and psychological orientation. Therefore, the appropriate word is *home*, not *house*.

2. *behaviour and action*

The semantic features of the words *behaviour* and *action* can be seen through the table below.

<table>
<thead>
<tr>
<th>Features</th>
<th>behaviour</th>
<th>action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological scope</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Physical movement</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Done for a particular purpose</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Doing something</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

*Behaviour* and *action* share the same meaning of doing something but they are different. *Behaviour* is in more general scope and it refers to the psychological aspect. *Action* is more specific. It deals with physical movement. From the actions, people know the behaviour of a person, either good or bad. The difference between these two words can be seen in the examples below.

(3) The person chosen as Miss Indonesia should have a good *behaviour*.

(4) You have to be responsible for every *action* you have done.

In the first example, the word *behaviour* is more general. It is as a conclusion of everything has been done so that the person can be said having a good behaviour. In
the second example, the word *action* refers to physical movement and it is more specific.

The inappropriate use of the word *behaviour* in the student’s writing is presented below:

Case 2: One thing from her that I never forgot was about responsibility in every *behaviour*.

The word *behaviour* used by the student has already fulfilled the feature of doing something. It does not fulfil the features of being general and having psychological scope to deal with. The appropriate choice of word is *action*. When *action* is used, the student’s intention is fulfilled since it deals with the feature of done for a particular purpose. The word *every* in the sentence also requires something specific and *action* has the feature of being specific.

3. *sound* and *voice*

Below is the table showing the semantic features of the words *sound* and *voice*.

<table>
<thead>
<tr>
<th>Features</th>
<th>sound</th>
<th>voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech given by human being</td>
<td>–</td>
<td>+</td>
</tr>
<tr>
<td>Smaller part</td>
<td>+</td>
<td>–</td>
</tr>
<tr>
<td>Being produced by things or nature</td>
<td>+</td>
<td>–</td>
</tr>
<tr>
<td>The result of a vibration</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

The result of a vibration is the feature that the two words share. They still have some differences. *Sound* is made by things or nature except human being. *Voice* is made by human. *Sound* is also a smaller part that may result a *voice* if they are unified. The explanation above can be seen clearer through the examples below.
(5) The sound of alarm awaken them.

(6) A singer takes good care of his voice.

It has already clear that the first sentence refers to thing. It is an alarm. The second sentence refers to human that is a singer. Both of them are the result of vibration.

The sentence below is the inappropriate use of the word sound in the student’s writing.

Case 3: He always hear a low sound from the student.

He was walking slowly, suddenly he heard the sound of woman.

The word sound is not a proper word to use because actually the meaning refers to human being. The persons made these sentences only fulfill the feature of the result of a vibration that can be heard. They do not consider that there was another word to place in those sentences. Since they refers to human being, the word voice is the appropriate one.

4. home and house

Since the word home and house are synonymous, the semantic features are the same like in number 1.

The table below shows the semantic features of the words home and house:

<table>
<thead>
<tr>
<th>Features</th>
<th>home</th>
<th>house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing on the building</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Circumstance inside</td>
<td>+</td>
<td>_</td>
</tr>
<tr>
<td>Psychological orientation</td>
<td>+</td>
<td>_</td>
</tr>
<tr>
<td>A place to live</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>
From the table above, it can be said that *home* and *house* share the same meaning of being a place to live but they are different. *House* refers to the building or the physical aspect. *Home* focuses more on the psychological or circumstance inside the building. The difference can be seen through the examples below:

(7) They had a large carriage *house*.

(8) He does not have a *home* to go.

In the first sentence, the word *house* refers to the building. The subject in the sentence had a building to live. It represents the physical appearance of the place to live that is large. In the second sentence, the word *home* represents the circumstance inside the house. It refers to family, not the building. The sentence shows that the subject is alone in this world. There is no family, no body that is waiting for his getting back to the place to live.

The inappropriate use of the word *home* in the students’ writing can be seen in the sentences below.

Case 4: I looked around the *home*.

After working, he went back to his *home* and had dinner with his family.

In the first sentence, the subject looks around the building. The appropriate word is *house* instead of *home*. In the second sentence, the subject also refers to the building. The destination of the action going is the building. Therefore, the right word to use is *house* instead of *home*.

5. *mistake* and *fault*

The different and similar semantic features of the words *mistake* and *fault* are shown in the table below.
It can be said that *mistake* and *fault* shared the same meaning as doing something wrong but they are different. *Mistake* is caused by misconception or choosing badly. *Fault* is more on weakness in a person’s character. It deals with psychological aspect. The person having a fault will feel guilty or regret deeply. It can be clearly seen in the examples below.

(9) I have made a mistake in typing this letter.

(10) It is all my fault.

The subject in the first sentence does something wrong but it does not reflect a big regret. On the other hand, the second sentence reflects the deep regret of someone.

Below is the inappropriate use of the word *mistake* in the students’ writing.

Case 5: But I thought it was caused by my mistakes such as my laziness.

One of my mistake was that I seldom asked my close friends to help me solve my problem.

In these two sentences, the word *mistake* actually reflects weakness in a person’s character. They also shows a big regret by doing something wrong. So, the appropriate word to use is *fault* instead of *mistake*.

<table>
<thead>
<tr>
<th>Features</th>
<th><em>mistake</em></th>
<th><em>fault</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Misconception</td>
<td>+</td>
<td>_</td>
</tr>
<tr>
<td>Choosing badly</td>
<td>+</td>
<td>_</td>
</tr>
<tr>
<td>Weakness in a person’s character</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Doing something wrong</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>
6. **power and energy**

The table of identifying semantic features of the words *power* and *energy* is presented below.

<table>
<thead>
<tr>
<th>Features</th>
<th>power</th>
<th>energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having authority</td>
<td>+</td>
<td>–</td>
</tr>
<tr>
<td>Intense activity</td>
<td>–</td>
<td>+</td>
</tr>
<tr>
<td>Working forcefully</td>
<td>–</td>
<td>+</td>
</tr>
<tr>
<td>Ability to do something</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

The two words share the same meaning as ability to do something, but they are different. The word *power* deals with authority. *Energy* is related to the physical activity. It is the intense one and it is done forcefully. Below are the examples of sentences using the two words

(11) He has a *power* to decide the rules.

(12) He plays tennis with great *energy*.

The word *power* in the first sentence deals with an authority. The subject of the sentence has an authority to decide rules. The second sentence means something to do intense physical activity. It is done forcefully.

The inappropriate use of the word *power* in the student’s writing is presented below.

Case 6: After a long journey, I felt thirsty. And she also felt it. Because we didn’t have much *power*, we went back to my house for rest.

There is nothing to do with authority in the sentence. It reflects something to do intense activity. After doing intense activity, the subject in this sentence wants to take...
a rest. Therefore, it is incorrect to use *power* in this sentence. The appropriate choice of word is *energy*.

**7. direction and guidance**

The words *direction* and *guidance* have the semantic features shown in the table below.

<table>
<thead>
<tr>
<th>Features</th>
<th>direction</th>
<th>guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing in steps</td>
<td>+</td>
<td>–</td>
</tr>
<tr>
<td>General advice</td>
<td>–</td>
<td>+</td>
</tr>
<tr>
<td>Given by someone more experienced and qualified</td>
<td>–</td>
<td>+</td>
</tr>
<tr>
<td>Instruction of doing something</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

The two words are the same in sharing the feature of the instruction of doing something. *Directions* are given in steps whereas *guidance* is done in words. *Guidance* is more general than *direction*. It can be seen in the examples below.

(13) She gives me the *directions* of how to cook soup.

(14) I thank to the teacher who has given me *guidance* for these three years.

In the first example, it requires steps when it deals with cooking. *Guidance* in the second sentence is given in words and by someone more experienced and qualified.

The student’s writing containing the inappropriate use of the word *direction* is presented below.

**Case 7:** She gives the *direction* how I should keep the communication to new people, so our relation will go on.
The thing that is explained in this sentence is how to keep the communication with new people. It is done by giving general advice and the person given this advice is someone more experienced and qualified. The *she* in the sentence refers to mother who is more experienced and qualified in giving advice. She knows more about how to keep communication to new people.

8. **environment and neighbourhood**

Below is the table of analyzing the semantic features of the words *environment* and *neighbourhood*.

<table>
<thead>
<tr>
<th>Features</th>
<th><em>environment</em></th>
<th><em>neighbourhood</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>External condition</td>
<td>+</td>
<td>_</td>
</tr>
<tr>
<td>Dealing with people surroundings</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Non physical condition</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Surroundings</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

The same feature of the two words is as surroundings or everything surrounding the place of living. There are still some features that differentiate the words. *Environment* is more on the physical or external condition. On the other hand, *neighbourhood* is about the people surroundings. The examples are as below.

(15) We have to keep our *environment* clean.

(16) It is a friendly *neighbourhood*.

In the first example, *environment* deals with physical aspect like plantation, house, animals, etc but in the second example *neighbourhood* deals with people’s condition surroundings like what kind of the people’s character there (in the example, the character is friendly).
Below is the inappropriate use of the word environment in the student’s writing.

Case 8: I felt bored in my home, so I went out and walked around my environment.

In this sentence, the subject walks around and feels the surroundings in order not to be bored anymore. The sentence refers to the physical condition in the surroundings, but there is a psychological aspect that needs to be focused. So, it is the non physical condition or the atmosphere in the surroundings that can make the person not to be bored anymore. The appropriate choice of word is neighbourhood.

9. difficulty and problem

The table of identifying the semantic features of the words difficulty and problem is shown below.

<table>
<thead>
<tr>
<th>Features</th>
<th>difficulty</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral issue</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Requiring a solution</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Focusing on individual matter</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Something hard to deal with</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

The words share the same meaning as something hard to deal with. In fact, they are different. Difficulty is related individual matter. Problem deals with someone else. Problem is also related to moral issue. There is something to do with psychological aspect. Below are the examples of sentences.

(17) I finished the test only with great difficulty.

(18) She and her husband are having problems.
In the first sentence, the subject has something hard to do but it is his/her own matter. The subject experiences it alone. In the second sentence, there is a correlation with another person and they requires a solution.

The sentence below is made by the student. It shows the inappropriate use of the word *difficulty*.

**Case 9: Difficulties of life always happened in their life.**

According to the sentence, there is a need to get a solution in order to have a better life. It is not individual matter. It involves another people. It can also give an effect to other people like the family. Therefore, *difficulties* should be replaced by *problems*.

**10. journey and trip**

The table below presents the semantic features of the words *journey* and *trip*.

<table>
<thead>
<tr>
<th>Features</th>
<th>journey</th>
<th>trip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short time</td>
<td>–</td>
<td>+</td>
</tr>
<tr>
<td>Having a particular purpose</td>
<td>–</td>
<td>+</td>
</tr>
<tr>
<td>Long distance</td>
<td>+</td>
<td>–</td>
</tr>
<tr>
<td>Travelling to a place</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

The same feature is that they shows an action of travelling to a place. *Journey* is in a long time and distance whether *trip* is in a short time and distance. *Trip* also has a particular purpose. The examples below can make the explanation having been given before clearer.

(19) It was a long *journey* to get this great opportunity.

(20) I and my family had a *trip* to China last year.
The first sentence focuses on the long time and distance. Before getting that kind of opportunity, the subject needs to experience a long time and distance. *Trip* in the second sentence is only done in a short time.

The sentence below is found in the student’s writing. It is the inappropriate use of the word *journey*.

Case 10: Sally was in the train in her *journey* to London.

It is inappropriate to use the word *journey* since the focus is not doing in long time and distance. It is just traveling in a short period of time and behind the action of going to London, there is a particular purpose in doing that. The subject may need to visit her family in London or she has other purpose. So, *trip* is the appropriate word to use.

11. *awareness* and *consciousness*

The table of identifying semantic features of the words *awareness* and *consciousness* is shown below.

<table>
<thead>
<tr>
<th>Features</th>
<th>awareness</th>
<th>consciousness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being awake</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Dealing with mind</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Knowing about</td>
<td>+</td>
<td>_</td>
</tr>
<tr>
<td>Being alert</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

The two words share the same meaning as being alert but they are different. *Awareness* deals with someone knowing about something and *consciousness* deals with mind and being awake. Below are the examples.
(21) He had no awareness of his mistake.

(22) He lost his consciousness in the way to the hospital.

The first sentence refers to knowing about something. In this example, the subject does not know about his mistake. The second sentence refers to the state of mind and being awake. The person is unconscious in the way he is taken to the hospital. It deals with physical aspect of the mind.

Below is the inappropriate use of the word awareness in the students’ writing.

Case 11: After I cleaned my body, I imagined if I lost my awareness, perhaps I would opname in the hospital and get various defects.

But in his rest of the awareness, he saw ramona broke the block and run through the fire.

Both sentences deal with the state of mind of being not awake. There is no relation to the feature of knowing about. Therefore, the appropriate word for those two sentences is consciousness.

12. aid and help

Below is the table of identifying the semantic features of the words aid and help.

<table>
<thead>
<tr>
<th>Features</th>
<th>aid</th>
<th>help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving service</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Refering to giving things</td>
<td>+</td>
<td>_</td>
</tr>
<tr>
<td>Contributing to fulfill others’ need</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Improving the condition</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

Aid is related to giving things but help is giving service. They actually has the same features of contributing to fulfill others’ need and improving condition. The
difference is only things that are given to others. If aid is used, there are things given. On the contrary, help is giving service or something that cannot be seen. It may be said abstract thing. The examples are below.

(23) The fund gave an aid to the victims in the form of money.

(24) He gave a help to her mother that was cooking in the kitchen.

In the first example, the thing given is money or real thing. In the second example, a help is to describe giving a service or abstract thing. The difference can be seen clearly through these two examples.

The inappropriate use of the word aid in the student’s writing is presented below.

Case 12: Besides that, they try to give something when there are people need their aid.

The sentence above is incorrect because it uses the word aid. It should be replaced by the word help. In this sentence, the focus is not things given by the subject, but it deals with service. Help is also more general. The people in the sentence do not only need things to fulfill the needs but also an action or service.

13. allowance and permission

The semantic features of the words allowance and permission are shown in the table below.

<table>
<thead>
<tr>
<th>Features</th>
<th>allowance</th>
<th>permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving formal authorization</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Written form</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Let have</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>
Giving freedom to do something within limits + –

From the table above, allowance and permission share the same feature of let have. They are also different. Permission has the feature of giving formal authorization and it is usually in the written form. Allowance has the feature of giving freedom to do something but the person given the freedom should know that there is still a limit in having the freedom. The explanation above may get clearer by looking at the examples below.

(25) He objected to the allowance of smoking in the dining room.

(26) He asked permission to leave.

The first sentence refers to freedom of smoking. In this sentence, the freedom has a limit that there is an objection of smoking in a certain place. In the second sentence, the person asks permission to someone that has an authorization to let him leave.

The sentence below is the inappropriate use of the word allowance in the student’s writing.

Case 13: Rahma’s father work hard to improve his family’s life and all of the children are willing don’t have allowance to go to school and sometimes they are also late to pay school fee but they are never shy with their condition.

In this sentence, there is something to do with authorization. The one who has the authorization is the father. He does not let the children go to school. Therefore, the appropriate word to use is permission.
**14. attendance and presence**

Below is the table presenting the semantic features of the words *attendance* and *presence*.

<table>
<thead>
<tr>
<th>Features</th>
<th>attendance</th>
<th>presence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being present</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Spatial sense</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Current existence</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Impression that something is present</td>
<td>-</td>
<td>+</td>
</tr>
</tbody>
</table>

Both words have the same meaning as being present. *Presence* is related to the spatial sense or it can be said that it is being present in a certain place. It also deals with current existence. If *presence* is used, there will be an impression that something or someone is present. In other words, there is a psychological effect of using *presence*. On the contrary, *attendance* does not imply any impression of something or someone being present. Below are the examples of the sentences.

(27) He signed the *attendance* list.

(28) She blushed in his *presence*.

The first sentence just refers to being present without any impression from others. It is a matter of being in the room to sign the list. The second sentence refers to being in a certain place. There is a special impression of his *presence*.

Below is the inappropriate use of the word *attendance* in the student’s writing.

Case 14: There was no impression without his *attendance*.
Attendance in this sentence is clearly inappropriate since the intention is on the impression that someone is present. The word attendance should be replaced by presence because it does not fulfill the feature of having impression that something or someone is present.

15. bound and limit

The semantic features of the words bound and limit are presented in the table below.

<table>
<thead>
<tr>
<th>Features</th>
<th>bound</th>
<th>limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being not free</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Being not allowed</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Indicating the limit or extent of something</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Greatest possible degree of something</td>
<td>_</td>
<td>+</td>
</tr>
</tbody>
</table>

The two words have the similarity of being not free, not allowed and indicating the limit or extent of something. They are still different. Limit has the greatest possible degree of something. It is used in saying “the most”. The examples of the sentences are as below.

(29) He gave his children bound for school.

(30) He tried to the limit of his ability.

The word bound in the first example indicates that the children are not free and not allowed to go to school by their father. In the second example, limit is used to indicate the greatest ability that someone had. It implies the most possible ability that the person has.
The sentence below contains the inappropriate use of the word *bound* in the student’s writing.

Case 15: There are no *bounds* for each person for creating, developing and telling about their ideas because we have a perspective that every idea is coming from every person has evaluated their ideas and wants to be a big person by their own ideas.

This sentence has an intention of describing a person that is free and allowed to do some things. The limitation is until the greatest degree since there is really no line of doing things described in the sentence like creating, developing, and telling ideas. The word *bound* is inappropriate and should be replaced by the word *limit*. It is the appropriate one since there is something to do with the greatest possible degree of something.

From the discussion in the whole chapter four, it can be concluded that each pair of synonymous words has their own differences and similarities. They are used in the different context. In order to use the appropriate words, there is a need to identify the semantic features. If a word is used, it should fulfill all of the semantic features of the word itself.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections. They are conclusions and suggestions. In the first part, there are some conclusions from the research that has been conducted. The second part provides some suggestions for students, teachers, and future researchers who can take the benefits of the research.

A. Conclusions

After analyzing the data, the researcher would like to give conclusions. Every research question could be answered here. The first one was about the common mistakes of synonymous nouns made by the students taking Short Essay I class. There were twenty-nine words used inappropriately by the students. Some of them were not the synonymous with the words that should replace them. It could be concluded that the students did not only make mistakes in the area of synonymous words. Some of them used inappropriate words even they did not exactly represent the idea that was going to be told.

The fifteen of frequent pairs of words discussed in chapter IV were the common mistakes of synonymous nouns made by the students taking Short Essay I class. They were house and home, behaviour and action, sound and voice, home and house, mistake and fault, power and energy, direction and guidance, environment and neighbourhood, difficulty and problem, journey and trip, awareness and consciousness, aid and help, allowance and permission, attendance and presence,
bound and limit. They were synonymous because they shared the same semantic features. They also had differences in the other semantic features.

The second research questions was about the differences and similarities of the synonymous nouns. By conducting the analysis in Chapter IV to find the similarities and differences, the researcher proved that there are no two interchangeable words. The third one was the explanation and examples of the sentences using the synonymous nouns. They also gave the proof that even the words were synonymous, they could not replace one another in any context. They still had differences.

All in all, the third semester students needed to improve their diction. Furthermore, there were some cases that were out of synonymous nouns. Students made mistakes not only in choosing one of synonymous words. No two words were interchangeable. Therefore, there was a need to be careful of choosing the right word to use by analyzing the semantic features using componential analysis.

B. Suggestions

In this section, there were some suggestions for:

1. English Learners

   Using the right diction in writing is needed. No two words have exactly the same meaning. Since this research dealt with diction or the right choice of words, especially between synonymous nouns, the researcher would like to give a suggestion for the English learners. The students should consider the right choice of words and be careful of choosing the word. Students might learn through dictionary.
The students can also analyze the words before deciding what word to use by using Componential Analysis.

2. Teachers

In this research, teachers were suggested to give a scientific explanation (with a clear proof) if they gave a correction of the students work. It was done in order to make the students really understand about the use of words discussed. Teachers should not only give a correction but could not give clear explanation. By giving the explanation why the students should use one word instead of the others, the students would get used to give the scientific explanation to the others.

3. Future Researcher

This research was about synonymous nouns. The words discussed were fifteen. Hopefully, the future researcher could conduct similar research. There were other word categories and other nouns that could be the object of the next research. It would be an interesting area to discuss. It would be more complete if the future researcher used interview as the instrument. The interview could give a valid data about the students’ mean of making the sentences that would be used as the source of data.
BIBLIOGRAPHY


Visual Thesaurus 3


APPENDICES

A. LIST OF INAPPROPRIATE USE OF NOUNS IN THE STUDENTS WRITING

1. This building was built in a target (purpose) to make a new from a new place.

2. There are no bounds (limit) for each person for creating, developing and telling about their ideas because we have a perspective that every idea is coming from every person has evaluated their ideas and wants to be a big person by their own ideas.

3. Rahma’s father work hard to improve his family’s life and all of the children are willing don’t have allowance (permission) to go to school and sometimes they are also late to pay school fee but they are never shy with their condition.

4. Beside that, they try to give something when there are people need their aid (help).

5. Difficulties (problems) of life always happened in their life.

6. Bean likes helping his friend. Even it’s only caused another disaster (damage) to the people he was helping.

7. She gives the direction (guidance) how I should keep the communication to new people, so our relation will go on.

8. She is not only good in manage herself to give her time for family, but also gives my family full of energy (spirit).

9. Sometimes, J-Lo likes to replace the mode (style) of hair.

10. So that, many people love and give an achievement (honor) to her.
11. He is a good priest not only when he preached at the mass but also in his attitude (behaviour) and conduct in daily life.

12. He always hear a low sound (voice) from the student.

He was walking slowly, suddenly he heard the sound (voice) of woman.

13. After a long journey, I felt thirsty. And she also felt it. Because we didn’t have much power (energy), we went back to my house for rest.

14. If I got problem, she would hear my story (sharing) and tried to give the best advice, then she could make me laugh.

15. There was no impression without his attendance (presence).

16. Sally was in the train in her journey (trip) to London.

17. I admire him very much because he has three great attitudes (characters): hard worker, nice, generous.

18. I felt bored in my home, so I went out and walked around my environment (neighborhood).

19. I looked around the home (house).

20. One day the husband remembered for his appointment (agreement) with the enchantress.

21. Finally, he arrived at his house (home).

22. Mike and Jane continued their road (trip).

Then, they continued their road (trip).

23. “Their wrong (fault) is they gave me the riddles that so many people in this city could answer it,” said Tania.
24. Until now, my father still doesn’t have a fixed occupation (job) and my mother spend much money for her children college.

25. He bought anything he wants to fill the house like electronic tools (equipment).

26. But I thought it was caused by my mistakes (fault) such as my laziness.

27. She was ordered to do all the homework (housework) like a servant.

28. After I cleaned my body, I imagined if I lost my awareness (consciousness), perhaps I would opname in the hospital and get various defects.

29. One thing from her that I never forgot was about responsibility in every behaviour (action).

Note: The words in brackets are the appropriate words
B. LIST OF APPROPRIATE USE OF NOUNS IN THE STUDENTS WRITING

1. house

Because of that, at that time his family didn’t have a house.

Her father tried with all of his ways to build a new house.

When bight comes it is so cold but I like to sit infront of the house because I can see stars and also see the city under us.

Right in front of this house, stand the house of Storm’s family.

It was a hounted house know well in all the town.

John was sitting before his television, facing the window which shows the Storm’s house.

There was suddenly a light in one of that house.

John was surprised ans quickly prepare himself to come into that house.

He is the only one who has a responsibility for that old house.

It was quite enough in that house but there was a little noise from the second floor.

It was the last time John came into that house.

My mother often gives something to every person that comes to our house.

And why his parent wants this old and dusty house.

She has been not nice to her parents when they were on the way to their new house.

I’ll sleep in my friend’s house if the boarding house owner doesn’t allow me to come in.
Then, she walked alone for buying medicine in the small shop that wasn’t far away from her house.

She spends her time by working, so she has no time for just cleaning our house.

He always prays rosary in the early of morning and night with surrounding the house.

After a long journey, I felt thirsty. And she also felt it. Because we didn’t have much power, we went back to my house for rest.

If we celebrated Independence Day, usually the society around my house arranged some games.

She always keeps my house as the same as the words “home sweet home”.

Few minutes later, Dora came in front of Monkiky’s house.

We saw only trees without light and house.

I remembered I was in someone’s house.

2. behaviour

With all her kindness and patientness, she has introduced a good behavior in social life.

His behaviour affects me so much.

She possesses all the best behavior of a mother.

He has good physical appearance, amazing personality, and incredible behaviour.

Finally, Jesus is not only handsome and a good person, but also has incredible behaviour.

Monkiky became sick hated her behaviour.
That’s one of my grandmother’s behaviour I really admire.

When words are not reflected from mouth and senses, they can be expressed from the act and behaviour.

This attitude also makes me think harder about what the appropriate behaviour to react some condition.

He thinks that it is bad to give or react something with wrong behaviour.

3. sound

Sound of falling things made all members of that family run to the stair.

She approached that strange sound.

There was only the sound of calling to prayer.

Suddenly, she heard sound of stamping on flat surface, very strong and loud from backward.

It looked like sound of the big and tall creature’s step.

The sound of stamping on flat surface became clearer.

I remembered a requiem when I listened to this kind of melancholics sounds.

I heard shout and cheer sound around me.

4. home

Who knows that you will come home safely…and alive!

After I come home, I will marry you.

Come on brother, go home!

Go home child, go home before I change my mind!

She always keeps my house as the same as the words “home sweet home”.

She keeps it with care, so we can feel ease at home.
5. mistake

If we made a mistake, he always warms us with some jokes.

She never blamed me when I did a mistake.

He thinks that it is better to repair the mistake than becomes angry.

She is also never shy to admit her mistake.

6. power

She always helps us to build our power up.

He has the power of God.

7. direction

The third, he is very famous to people not from his bright brain but from his generosity, directions, attitudes, and preaching.

He always gives directions for us not only in psychological problems but also in spiritual, language and attitudes.

8. environment

Her name is V. Sri Wigiarti, but people call her Bu Iik in the circle of our family and neighbourhood and Bu Wigi in her school environment.

In our environment we live, she takes a part in social activity.

9. difficulty

I found difficulties when I struggled against the laziness.

10. journey

The smoke from cigarrette, the laughing of the guests mixed with the beats of the rock ndut music accompanied the ritmic journey of the moon that was only a half round.
11. awareness

The researcher did not find appropriate use of the word *awareness* in the students’ writing.

12. aid

The researcher did not find appropriate use of the word *aid* in the students’ writing.

13. allowance

The researcher did not find appropriate use of the word *allowance* in the students’ writing.

14. attendance

The researcher did not find appropriate use of the word *attendance* in the students’ writing.

15. bound

The researcher did not find appropriate use of the word *bound* in the students’ writing.
C. A COPY OF THE DICTIONARY USED IN THE RESEARCH

beetle vb. stinging, stung overhang: just the caves of the roof be stung out over the window’s beetle adj.
beetle-browed adj having bushy or overhanging eyebrows.

beginning n 1 a start. 2 beginnings an early part or stage. 3 the place where or time when something starts. 4 an origin source.

begone vb. go away.

begonia n a tropical plant: with ornamental leaves and waxy flowers.

begot vb. a past tense and past participle of beget.

begotten vb. a past participle of beget.

beguile vb. --guile, -guiled 1 to envy (someone) the possession of something. 2 to give or allow unwillingly: he beguiled her an apology.

beguilement n the act of beguiling someone.

beguile vb. to charm (someone) into doing something he or she would not normally do.

beguile adj. charming, often in a deceptive way.

beguine n (beguine) n 1 a dance of South American origin. 2 music for the dance.

begum (bay-gum) n in (certain Muslim countries) a woman of high rank, usually the wife of a monarch.

begun vb. the past participle of begin.

behalf n on or US & Canada in behalf of is in the interest of or for the benefit of.

behavioral adj, n scientific study of the behaviour of organisms.

behavioral n behaviorism is a school of psychology that regards objective observation of the

beetle vb. begin, begun 1 to ask for money or food in the street, 2 to ask formally, hopefully, or earnestly: I beg forgiveness; I beg to differ. 3 beg the question to put forward an argument that assumes the very point it is supposed to establish, or that depends on some other questionable assumption. 4 go begging to be unwelcome or unwanted.

begun vb. the past tense of begin.

begotten vb. -got or -got; gotten or -got Old-fashioned 1 to cause or create: repetition begets boredom. 2 to father.

beggar n 1 a person who lives by begging. 2 chiefly Brit a fellow lucky beggar; v. begging description to be impossible to describe, beggarly.

beggar vb. cinch, cinched, cinch vb. 1 to start (something). 2 to bring or come into being. 3 to start to say or speak. 4 to have the least capacity to do something to.

THE SAU RUS

beetle hang over, put out, lean over, overhang, pendent, project, protrude, stick out, swell over

befall be told, chance, come to pass, ensue, fall, follow, happen, materialize, occur, supervene, take place, transpire (informal)

befitting appropriate, befitting, becoming, fit, fitting, meet (archaic), proper, right, suitable

beg vb. ask, beggarly adj, base, contemptible, despotic, despicable, improper, impoverished, inadequate, ignoble, low, meagre, mean, miserly, needy, niggardly, pitiful, poor, poverty-stricken, stingy, wretched

beggar vb. commence, embark on, inaugurate, initiate, instigate, institute, prepare, set about, set on foot, start, appear, arise, be born, come into being, come into existence, commence, crop up (informal), dawn, emerge, happen, originate, spring, start

beggar vb. advise, aid, assist, back, benefit, encourage, favour, help, patronize, side with, stand by, succour, support, sustain, uphold, welcome

beggarly adj, condescendingly; dazed, dulled, groggy (informal), indigent, intoxicated, muddled, weeny (informal)

beg 1. bag (slang), caddy, call for alms, mooch (slang), scrounge, seek charity, solicit charity, sponge on, touch (someone) for (slang) 2. beseech, crave, desire, entreat, implore, importune, petition, plead, pray, request, solicit, supplicate 3. as in beg the question avoid, dodge, duck (informal), equivocate, eschew, evade, fend off, flummox (Brit informal), hedge, parry, shirk, sidestep

beggar vb. beggarly adj, base, contemptible, despotic, despicable, improper, impoverished, inadequate, ignoble, low, meagre, mean, miserly, needy, niggardly, pitiful, poor, poverty-stricken, stingy, wretched

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beguine vb. as in beggar description baffle, challenge, defy, surpass

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acres

2 acres Informal a large
amount; acres of skin.

acreage (a-kər-i-j) n land area in acres.

acid (ak-sid) adj 1 unpleasantly strong-smelling.
2 sharp or bitter; acerbic.

acidity n the quality of being acid;
acridity n acerbity.

acrimonious adj bitter, sarcastic, vindictive.

acrobatics pl n the skills or feats of an
acrobat.

acronym n a word made from the initial letters of
other words, for example UNESCO for the
United Nations Educational, Scientific, and Cultural
Organization.

acrophobia n an abnormal fear of being at a great
height.

acropolises (a-krop-o-liz-ez) n the citadels of ancient
Greek cities.

across prep 1 from one side to the other side of. 2 on
or at the other side of. 3 from side to side
4 on or to the other side.

across-the-board adj affecting everyone in a
particular group or place equally.

acrostic n a number of lines of writing, such as a
poem, in which the first or last letters form a word
or proverb.

acrylic adj 1 made of acrylic. 
2 a man-made fibre
used for clothing and blankets.

acrylic acid n Chem a strong-smelling colourless
corrosive liquid.

acrylic fibres n a man-made fibre used for
Clothes and blankets.

acrylic resins n Chem any of a group of polymers of
acrylic acid, used as synthetic rubbers, in paints, and
as plastics.

act n 1 something done. 2 a formal decision reached
or law passed by a law-making body. 3 a major
division of a play or opera. 4 a short performance,
such as a sketch or dance. 5 a pretended
attitude: she appeared calm but it was just an act.
6 get in or on the act Informal to become involved in

something in order to share the benefit. 7 get one’s
act together Informal to organize oneself.

active adj 1 temporarily performing the duties of:
the acting president has declared a state of emergency.

activeness n an action.

action n 4 doing something for a particular purpose.
2 something done on a particular occasion.
3 a lawsuit.
4 movement during some physical activity.
5 the operating mechanism in a gun or machine.
6 the way in which something operates or works.
7 slang the main activity in a place.
8 the events that form the plot of a story or play.
9 activity, force, or energy.
10 a minor haste.
11 actions behaviour.
12 out of action not functioning.

actionable adj Law giving grounds for legal action.

action painting n an art form in which paint is
thrown, smeared, dripped, or splattered on the canvas.

action replay n the remaining of a small section of a
Television tape, for example of a sporting event.

action stations n the positions taken up by individuals
in preparation for battle or for some other activity.

activate vb, pasting, pasted to make something active.
2 Physics to make something radioactive.
3 Chem to increase the rate of a reaction.

activation n 1 busy and energetic.
2 energetically involved in or working hard for active in the peace
movement.
3 happening now and energetically.
4 the plan is under active discussion.
5 a vitamin or causing a reaction, the active ingredient is held within the
carcass.
6 Grammar denoting a form of a verb used to indicate

THE DICTIONARY

THESAURUS

acquit 1. absolve, clear, exculpate, exonerate, vindicate
2. absolve, clear, exonerate, comport, perform

acquittal adj absolution, clearance, exculpation,
exoneration, vindication

acid supplements, biting, bitter, caustic, cutting,
sharp, tart, venemous, virulent, vindictive.

acrimonious adj bitter, sarcastic, vindictive.

acrimony n bitterness. ill will, rancour, virulence

act n 1. accomplishment, achievement, action, blow,
deed, do, enact, execute, function, go about, make,
moves, operate, perform, react, serve, strike, take
effect, undertake, work
2. act out, do, enact, execute, function, go about, make,
moves, operate, perform, react, serve, strike, take
effect, undertake, work
3. act out, do, enact, execute, function, go about, make,
moves, operate, perform, react, serve, strike, take
effect, undertake, work
4. affectation, attitude, counterfeit, dissimulation, fake, feigning, front, performance, pose, posture, pretence, sham, show, stance —vb. 1. carry
out, do, enact, execute, function, go about, make,
moves, operate, perform, react, serve, strike, take
effect, undertake, work
6. act out, characterize, enact, impersonate, masquerade, perform, personate, personify, play, play or take the part of, portray, represent
7. act for cover, deputize for, fill in for, function in place of, replace, represent, serve, stand in for, substitute for, take the place of, acquit, behave, comport,

conduct, affect, assume, counterfeit, dissimulate, feign, imitate, perform, pose, posture, pretend, put on, seem, sham

acting n 1. a characterization, dramatization, enactment,
improvisation, performance, performing, playing, portraying, stagecraft, theatre. 2. adj interna,
provisional, substitute, surrogate, temporary

activist adj 1. exercise, exertion, operation, undertaking
2. accomplishment, achievement, act, blow, deed, exploit, feat, move, performance, step, stroke 3. cause, lawsuit, litigation, proceeding, suit
4. activity, motion, movement 5. functioning, operation, work, working 6. activity, effort, energy, exertion, force, liveliness, power, spirit, vigour, virility
7. on, about, by, in, the, to, under, in, on, of

activate vb, activate, arouse, energize, galvanize, get going, impel, initiate, kick-start, mobilize, motivate, move, prod, prompt, propel, raise, set going, set in motion, set off, start, stimulate, stir, switch on, trigger (off), turn on

active adj alert, animated, bustling, busy, diligent, energetic, engaged, full, hard-working, industrious, lively, nimble, occupied, on the go (informal), on

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
From the dictionary, the researcher found out that the synonym of the word behaviour was action. The four features that were related to the student’s writing were derived from this dictionary. They were:

<table>
<thead>
<tr>
<th>Features</th>
<th>behaviour</th>
<th>action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological scope</td>
<td>+</td>
<td>_</td>
</tr>
<tr>
<td>Physical movement</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Done for a particular purpose</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>Doing something</td>
<td>+</td>
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