

**THE STUDENTS' MASTERY OF POLYSEMY  
IN CONTEXT (A CASE STUDY : THE SECOND YEAR  
STUDENTS OF SMUK STELLA MARIS SURABAYA)**

**A THESIS**

**In Partial Fulfillment of the Requirements  
for the Sarjana Pendidikan Degree in  
English Language Teaching**



**By :**

**AGUSTIEN SRI TJANDRA**  
**1213091045**

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B.P. KE	(SATU)

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APPROVAL SHEET

(1)

This thesis is entitled THE STUDENTS' MASTERY OF POLYSEMY  
IN CONTEXT (A CASE STUDY : THE SECOND YEAR STUDENTS OF  
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prepared and submitted by AGUSTIEN SRI TJANDRA has  
been approved and accepted as partial fulfilment of the  
requirements for the Sarjana Pendidikan Degree in the  
English Language Teaching by the following advisors.



DR. Veronica L. Diptoadi, Msc.

First Advisor

APPROVAL SHEET

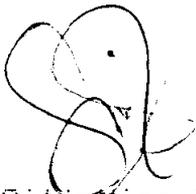
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Oral Examination with a grade of:           B            
on February 5<sup>th</sup>, 1997



Drs. M.P. Soetrisno, MA

Chair Person



Dra. Siti Mina Tamah

Member



Drs. Hendra Tedjasuksmana, M.Hum

Member



DR. Veronica L. Diptoadi, Msc

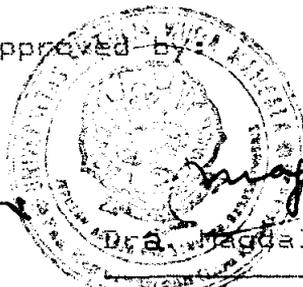
Member

Approved by:



Drs. Antonius Gurito

Dean of the Teacher  
Training College



Dra. Magdalena I. Kartio, MA

Head of the  
English Department

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## ABSTRACT

TJANDRA, AGUSTIEN SRI, 1997 . The Students' Mastery of Polysemy in Context (A case study: The second year students of SMUK "Stella Maris" Surabaya)

Krakowian (1985:1) states that the adequate mastery of foreign language of vocabulary is very important in developing the ability to successfully interact in the target language. Therefore, by mastering vocabulary of the target language, the learners will have the ability to produce or use the words properly in the written and oral form.

Shepherd (1973:39) also states that vocabulary is one of the most significant aspect of language development. A person needs a certain amount of vocabulary to survive, but should not stop increasing his vocabulary. This is in line with Taylor's statement (1990:ix) that vocabulary is important in language teaching and learning. Moreover, according to Palmer (1983:100), "Not only do different words have different meanings." It means that the learners can not determine the word exactly if they do not know the meaning of words in context.

In line with the idea, the writer intended to know the students' mastery of the second year students of SMUK "Stella Maris" Surabaya, belonging to the academic year of 1995/1996. The writer made sets of polysemy test based on part of speech, namely: verb, adjective, adverb, noun. Before administrating the real test, the pilot test had been given to the students to make sure whether the test was good or not. The students were given 90 minutes to finish the test. From the test, the writer could get the students' score as the data of their polysemy mastery level. The scores were then categorized into mastery level as proposed by Drs. Moh. Uzer Usman and Dra. Lilis Setiawati. If the students can answer the test > 94% correctly, it means that their mastery is maximal or special. And when they can answer 85% - 94% correctly, it means that their mastery is very good or optimal. And when they can answer 75% - 84% correctly, it means that their mastery is good or minimal: But when they can only answer < 75% correctly, it means they have inadequate mastery level.

The result from the test showed that basically, the students' mastery of polysemy in overall was inadequate (71%). This means that in overall they could

only answer the test 71% correctly. Then best mastery was about polysemy of vocabulary test in verb since the students who got inadequate were only 39 students. However, their lowest mastery was about polysemy of vocabulary test in adverb since most of the students got inadequate 83 students. It was probably that this polysemy of vocabulary in context was too difficult for them, besides they did not have enough experience in doing this kind of test.

Therefore, for the students, it would be wise if they develop their polysemy of vocabulary in context by reading more and more since through reading they will find a word which has more than one meanings in context.