

**EFFECTIVENESS OF SYNONYM AND ANTONYM
FOR TEACHING VOCABULARY**

A Thesis

**Submitted to the Department of English Education
in Partial Fulfillment of the Master's Degree in Education**

**Submitted by
Jagan Nath Lamsal**

**Tribhuvan University
Faculty of Education
Surkhet Campus, (Education)
Birendranagr, Surkhet, Nepal
2009**

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2009

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidatures of research degree to any university.

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DEDICATION

Dedicated to

my mother and father
who introduced me to the world of languages.

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Jagan Nath Lamsal

ABSTRACT

This research work has been carried out on the title "Effectiveness of Synonym and antonym for Teaching Vocabulary". The objectives of this study were to find out secondary level students' effectiveness of synonym and antonym and compare the effectiveness of synonym and antonym on them. To carry out the research, thirty students of grade ten studying at Shree Panchadev Higher Secondary School, Manma, Kalikot were taken as sample population. A pre-test was given to determine their proficiency at entry point. Then they were divided into two groups on the basis of the odd and even ranking of the individual scores of the pre-test as a controlled Group 'A' and experimental Group 'B'. After dividing them into two groups one group was taught with due focus on synonym and antonym and another group using the usual technique. After the completion of teaching of one month the post test was given. Then the results of both pre -test and post- test were compared to determine the effectiveness of the two techniques and their scores, items and groups. It is found that Group 'B' (Experimental Group) obtained 114.28% on the comprehension based items and Group 'A' (Controlled Group) obtained of 74.17% of the same question. In general comparison between Group 'B' obtained higher marks i.e.51.77% and Group 'A' obtained only 28.59%. Average increasing marks of Group 'B' by 8.66 or 23.18% than Group 'A'.

The present work is divided into four chapters and again they are divided into sub-chapters. Chapter one encompasses general background, review of the related literature, objectives and significance of the study. Chapter two deals with the methodology which includes sources of data, tools for data collection, process of data collection and limitations of the study. Chapter three consists of analysis and interpretation of data; the data have been analyzed and interpreted on the basis of the average score of percentage group-wise from different angles to achieve the objectives of the study. The analysis has been carried out on the basis of General comparison, items based comparison and gender based comparison. Chapter four includes the findings and recommendations.

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SYMBOLS AND ABBREVIATIONS

App	Appendix
Av	Average
etc.	et. Cetera
i.e.	That is to say (Latin id est)
Kkt	Kalikot
NELTA	Nepal English Language Teachers Association
Nos	Numbers
Post –T	Post- Test
Pre-T	Pre- Test
Prof.	Professor
R.N.	Roll Number
SLC.	School Leaving Certificate
S.N.	Serial Number