

**WORD ASSOCIATION RESPONSES IN RELATION WITH  
LEXICAL STORAGE OF STUDENTS IN  
INDONESIA INTERACTIVE STANDARD SCHOOL (IISS)  
MALANG**

**THESIS**

**BY  
NUR ATIKAH SARI  
NIM 115110107111040**



**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
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## ABSTRACT

Sari, Nur Atikah. (2015). **Word Association Responses in Relation with Lexical Storage of Students in Indonesia Interactive Standard School (IISS) Malang.** Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah. Co-supervisor: Yana Shanti Manipuspika.

Keywords: word association test, lexical storage, mental lexicon, bilingual children

Word association test is a test used to investigate lexical storage in mental lexicon. In this test, the participants are asked to respond to the first words come into their minds right after they are given the stimulus words. By doing this test, the writer aimed to find out the types of word association produced by students in Indonesia Interactive Standard School (IISS) Malang and to what extent Indonesian and local languages influence students' responses in Indonesia Interactive Standard School (IISS) Malang.

The theories used to achieve the purpose of this study are Field's (2004) and Lawson's (2007) about word association test and lexical storage of L2 learners. The participants of this study were 45 students of IISS. Then, the data of this study were students' responses obtained by having word association test.

The result showed that encyclopaedic association was the most type found in the students' responses with 135 responses (38.8%). Then, syntagmatic association had 114 responses (2.8%) comprising collocation with 80 responses (23%) and multi word items with 34 responses (9.8%). Meanwhile, paradigmatic association had total 56 responses (16.1%) in which antonym were 19 responses (5.5%), synonym were 2 responses (0.6%), superordinate were 5 responses (1.4%), co-ordinate were 14 responses (4%), and meronymy were 16 responses (4.6%). Then, 13 students made responses which were categorized in misunderstanding due to homophone and it resulted in 13 responses (3.7%). Moreover, based on the result found, Indonesian language still influenced the students in responding the stimulus words even though the responses appeared only 22 responses (6.3%) of 352 responses found. However, local languages did not influence the responses. In conclusion, bilingual children tend to associate words by chain relationship and their first language still influences the responses.

The writer suggests to Study Program of English to provide more studies or references in psycholinguistics field, especially about lexical storage. Then, the writer also suggests for the next writers who want to conduct research in the same topic to take different participants and categorization of word association types.

## ABSTRAK

Sari, Nur Atikah. (2015). **Respon Asosiasi Kata Dalam Kaitannya dengan Penyimpanan Kata pada Murid-Murid di *Indonesia Interactive Standard School (IISS) Malang***. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: (I) Fatimah (II) Yana Shanti Manipuspika.

Kata Kunci: tes asosiasi kata, *lexical storage* (penyimpanan kata), leksikon mental, anak dwibahasa

Tes asosiasi kata adalah sebuah tes yang digunakan untuk meneliti *lexical storage* (penyimpanan kata) di dalam leksikon mental. Dalam tes ini, para peserta diminta untuk merespon kata pertama yang muncul di pikiran mereka tepat setelah mereka diberikan kata-kata stimulus. Dengan melakukan tes ini, penulis bertujuan untuk menemukan jenis-jenis dari asosiasi kata yang diberikan oleh para siswa di *Indonesia Interactive Standard School (IISS) Malang* serta sejauh mana Bahasa Indonesia dan bahasa-bahasa lokal mempengaruhi respon para siswa di *Indonesia Interactive Standard School (IISS) Malang*.

Teori-teori yang digunakan untuk mencapai tujuan dari penelitian ini adalah teori Field (2004) dan teori Lawson (2007) tentang tes asosiasi kata dan *lexical storage* (penyimpanan kata) pada pembelajar bahasa kedua. Peserta pada penelitian ini adalah 45 siswa dari IISS. Kemudian, data dalam penelitian ini adalah respon para murid yang diperoleh dengan melakukan tes asosiasi kata.

Hasilnya menunjukkan bahwa asosiasi ensiklopedis adalah jenis yang paling banyak ditemukan pada respon siswa dengan 135 respon (38,8%). Kemudian, asosiasi sintagmatik memperoleh 114 respon (2,8%) terdiri dari kolokasi dengan 80 respon (23%) dan item multi-kata dengan 34 respon (9,8%). Sementara itu, asosiasi paradigmatis memperoleh total 56 respon (16,1%) dimana antonim 19 respon (5,5%), sinonim 2 respon (0,6%), superordinasi 5 respon (1,4%), ko-ordinasi 14 respon (4%), dan meronimi 16 respon (4,6%). Setelah itu, 13 siswa membuat respon yang dikategorikan pada kesalahpahaman dikarenakan homofon dan menghasilkan 13 respon (3,7%). Selain itu, berdasarkan hasil yang ditemukan, Bahasa Indonesia juga masih mempengaruhi para siswa dalam merespon kata stimulus meskipun respon yang muncul hanya 22 respon (6,3%) dari 352 respon yang ditemukan. Akan tetapi, bahasa-bahasa lokal tidak mempengaruhi respon tersebut. Kesimpulannya, anak-anak dwibahasa cenderung menghubungkan kata-kata dengan hubungan yang berentetan dan bahasa pertama mereka masih mempengaruhi responnya.

Penulis menyarankan kepada Program Studi Sastra Inggris untuk menyediakan lebih banyak penelitian atau referensi dalam bidang psikolinguistik, terutama tentang *lexical storage* (penyimpanan kata). Kemudian, penulis juga menyarankan untuk penulis-penulis selanjutnya yang ingin mengadakan penelitian di topik yang sama agar menggunakan peserta dan kategorisasi dari jenis asosiasi kata yang berbeda.

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