THE ABILITY OF THE EIGHT YEAR STUDENTS OF
SMP NEGERI 02 SABBANG IN IDENTIFYING
SYNONYM AND ANTONYM

A THESIS

Submitted to The English Study Program of S1 Tarbiyah Department of State
College for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education

By,

YURNI
Reg. 08.16.3.0114

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
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(STAIN) PALOPO
2013**

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والمرسلين سيدنا محمد وعلى آله وأصحابه وأمته أجمعين.

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Finally, the researcher prays to the God, and may Allah swt gives reward to all people who have helped the researcher, and the researcher hopes this thesis can be useful and gives positive contribution for the readers, religion and the state, Amin.

Palopo, 22th April 2013

The Researcher

DEDICATION

THIS THESIS IS DEDICATED FOR

MY BELOVED PARENTS, BROTHERS AND SISTER

ALL MY FRIENDS IN ENGLISH STUDY PROGRAM

ESPECIALLY FOR TADRIS BIG-C

ALL STUDENTS OF ENGLISH STUDY PROGRAM

IN STAIN PALOPO

AND FOR ALL PEOPLE WHO WANTS TO FIND OUT THE

WAYS
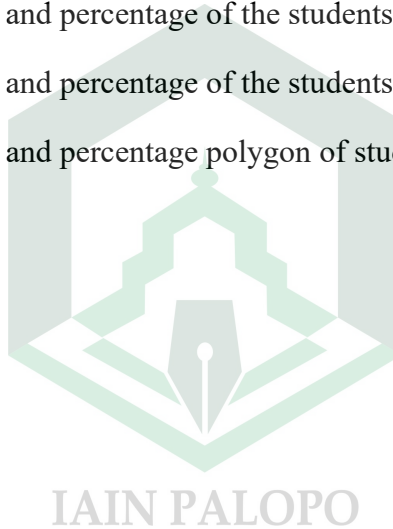
TO INCREASE THEIR ENGLISH TEACHING

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IAIN PALOPO

ABSTRACT

Yurni, 2013. *The Ability The Eight Year Students Of SMP Negeri 02 Sabbang in Identifying Synonym and Antonym*. Thesis English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Dr. Muhaemin, M.A. and Syamsudarni, S.Pd.I., M.Pd.

Keywords: Ability, Identifying, Synonym and Antonym

This thesis about the ability the eight Year Students of SMP Negeri 02 Sabbang in identifying synonym and antonym. The problem statement of this research is "How are the ability of the eight year students of SMP Negeri 02 Sabbang, in identifying synonym and antonym?" The objective of the research, to find out the objective of this research was to find out the ability of the eight year students of SMP Negeri 02 Sabbang in identifying synonym and antonym.

This research used descriptive quantitative method which gives a descriptive account of the ability of the eight year students of SMP Negeri 02 Sabbang in identifying synonym and antonym. This research used random sampling in which 40 students is taken as sample out of 271 students is taken from the eight year students of SMP Negeri 02 Sabbang academic year 2012/2013.The findings which gained through the research are tabulated into scoring classification, tabulating and percentage technique. The data is collected through vocabulary test to find out the students' score in identifying and synonyms.

The result of this research finds that the total mean score of the students in identifying synonym and antonym test was 3,86 furthermore, in part I the means score was 2,75, in part II was 2,85, then in part III the means score was 2,13, while the means score of part IV was 2,83. Over all, it can be said that most of the students still have low ability in mastering synonym and antonym. Based on the findings and discussions of the study, the writer concludes that the second year students of SMP Negeri 02 Sabbang have poor scores in identifying synonyms and antonyms.

CHAPTER I

INTRODUCTION

A. Background

Language as a media of communication is very important for us. Through language, we can get new information and knowledge easily. Therefore, we have to use the language well and correctly. English is one of foreign languages taught at secondary school. It is one of compulsory subjects learned and prepared for national examination. It indeed plays important role as students' achievement indicator. Teaching english to students at Secondary School is not easy. Teachers must be creative in giving material. They should use good technique and strategy. Teachers also have to have well teaching plan, in order to increase and to motivate the students' English mastery, especially in vocabulary.

Vocabulary master is very important to improve students' knowledge, toward foreign language because we need word to make a sentence, translate the sentence and organize our idea in the sentence. As we know that sentence that we produce are built by vocabulary. Vocabulary can be defined roughly as the words we learn in the foreign language. However, a new item of vocabulary may be more that a single word.[1]

Vocabulary is central of language teaching and learning. Through vocabulary we can express ideas, emotions and desires. Besides that, through good command in

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[1]Penny Ur, *A Course in Language Teaching*, (Cet. I; New York: Cambridge University Press, 1996), p. 60.

teaching vocabulary on a certain language the students can express ideas effectively and efficiently. The lack of knowledge of the words that the students find is considered to be the biggest problem in learning vocabulary. They can only read the words, but they do not know the meaning of them. Besides, another factor to be considered is the students' laziness to consult to dictionary. In this case, the writer assumes that vocabulary mastery is urgent in studying English. Therefore, the students' ability to recognize synonym and antonym will be an indicator that the students are familiar with English words.

Synonym is word have same meaning or similar. Synonym is often referred as equation of word. Synonym is two words that can be interchanged in a context which are said to be synonyms relative to that context. On the other hand, antonym is a word that has different or contradicted meaning with other words. [2]

To know the students' ability in identifying synonyms, it will help to provide them with a view that there are many words in English have the same meaning. They should encourage themselves to enlarge their vocabulary by recognizing the synonyms. The effective method to find out the antonym of words is by consulting the English dictionary or the English encyclopedia, particularly the special dictionary that discuss antonym. Therefore, the students will be able to find out the antonym words and practice it.

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[2]Http://www.diwarta.com>Home>Sains> *Bahasa Indonesia*, Internet Online Available, Accessed on 19th April 2003.

Based on the pre-observation' result, the researches found out the problem of the students in SMP Negeri 02 Sabbang in mastering English. Most of the students still have low capability in synonym and antonym. There were some factor, one of them is the students still lazy to memorizing word. So, the researcher has initiative to apply a game in teaching vocabulary.

Based on the explanation above and the fact that synonym and antonym can enrich the students' vocabulary, the researcher was motivated to find out the students' vocabulary mastery by undertaking a research under the title "***The Ability of the Eight Year Students of SMP Negeri 02 Sabbang in Identifying Synonym and Antonym".***

B. Problem Statement

Based on the background, the researcher formulated a research question as in the following:

"How is the ability of the eight year students of SMP Negeri 02 Sabbang in identifying synonym and antonym?".

C. Objective of the Research

The objective of this research was to find out the ability of the eight year students of SMP Negeri 02 Sabbang in identifying synonym and antonym.

D. Significance of the Research

The result of the research was expected to be useful information for the teachers to manage the classroom for vocabulary subject, especially in identifying

synonym and antonym. In line with this, the students can use this information to motivate them that synonym and antonym can help improve their vocabulary when they become stuck on unfamiliar words in their language learning activities or examination.

E. Scope of the Research

The scope of the research was restricted to the ability of the eight year students of SMP Negeri 02 Sabbang in identifying synonym and antonym which concerned with nouns, verbs, and adjectives.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Study*

Some researcher had conducted research on the use of variation techniques in teaching English, especially English vocabulary. The result of the research is:

Basri in the title Improving Vocabulary through Letter Game at the Eight Year Students of Pesantren Modern Datok Sulaiman Putri. The research would like to solve the students' problem in learning English; especially vocabulary by improving their vocabulary mastery through the Letter Games because using the technique, the teacher can provide students more chances and interesting way in learning vocabulary[1].

Hermawati in the title Using Mother Tongue in teaching vocabulary to the First Year Students of MTS Pergis Wotu. The result indicate that to use Mother Tongue In conveying their aims, especially in increasing vocabulary in English teaching and the technique can make the students improve their vocabulary[2].

Innova Andulan, Improving the vocabulary of the first years student SMA Frater palopo through reading english text. The method of her research was descriptive method. She found that English text could improve students vocabulary. It

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[1]Basri, *Improving Vocabulary Through Latter Game,* An Unpublished Thesis, (STAIN Palopo:2009), p. 16.

[2]Hermawati, *Using Mother Tongue in Teaching Vocabulary,* An Unpublished Thesis, (STAIN Palopo:2009), p. 13.

was proved by the mean score of post-test (90,09) and test value was higher than table (14,13 > 2,021).[3]

All these researches have similarities and defferences, the similarities are using technique to improve students vocabulary learning process. And the differences are all researches using different technique in teaching vocabulary.

B. Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is very important for study the English Language Students, because with vocabulary we can make a sentence. As we know that sentence that we produce are built by vocabulary. In teaching English vocabulary teacher should know many words and understand which words are important to learn, because many words difficult to memorize.

According to Tarigan, vocabularies are words that not easy change and it is difficult to adopt from the other language. It is indicates that in teaching or learning English vocabulary should uses an appropriate method.[4]

In english dictionary, Jhon M. Echols and Hasan Shadily say that is means that all of the word which registered.[5] According to Martin Mansher in his dictionary

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[3] Innova Andullan, *Improving the Vocabulary of the First year Students of SMA Frater Palopo Through Reading English Text*, (A Thesis of English Department Cokroaminoto University, 2008), p. 49.

[4]Tarigan, *Pengajaran Kosakata*, (Cet. I; Bandung: Angkasa, 1993), p. 3.

oxford learner's pocket dictionary say that "vocabulary is total number of words in a language, words known a person, list of word with their meaning, especially in a book for learning foreign language.[6] Hermawati in thesis, vocabulary is the words of language which have meanings and function, the important point of the definition is that vocabulary of word influence people to make up a language.[7]

Vocabulary is one of the components of language and not language exists without words. Without vocabulary we cannot communicated each other, so we have to learn and memorize many vocabulary in order we can speak English well. And vocabulary is the one item in a language for the purpose of teaching and learning activities.

Vocabulary is a listing of the word used in some enterprise a reference book containing words, usually with their meaning, a language user knowledge of words, the physiological result of perception learning and reasoning, the mental faculty or power of vocabulary, communication, the system of technique or symbol serving as a means of expression, the creation of beautiful or significant things, system a assumption and standards that sanction behavior and give it meaning.

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[5] Jhon.M.Echols & Hasan Shadily, *Kamus Inggris Indonesia*, (Jakarta: PT.Gramedia Pustaka Utama,1997), p. 631.

[6]Martin Mansher, *Oxford Dictionary*, (New Edition; New York: Oxford University Press,1995), p. 1331.

[7] Hermawati, *Using Mother Tongue in Teaching Vocabulary,* An Unpublished Thesis SI (Palopo:STAIN 2009), p. 5.

Vocabulary can be defined, roughly, as the word we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in-law,* which are made up of to two or three words but express a single idea. There are also multi-word idioms such as *call it a day,* where the meaning of the phrase cannot be dedicate from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary 'items' rather than'words'.[8]

Vocabulary mastery must of items say that, they get difficult to find a suitable English word to represent the message they want to convey in their writing. Therefore there are several of writing they write. For example, they write "ijazah" in order to replace the word "certivicate" and "prioritas" in order to replace the word "priority".[9] As we know that, before the students know to speak and write that teacher must introduce kinds of vocabulary to know many things in their environment.

b. The Concept of Vocabulary

Vocabulary seen as incident to the main purpose of language teach, namely the acquisition of grammatical know ledge about language.[10]

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[8] Penny Ur, *A Course in Language Teaching,* (Cet. I; New York: Cambridge University Press, 1996), p. 60.

[9] Masruddin, .*A Teaching Book and Exercise*, A Handbook English Study Program (STAIN Palopo: 2009), p. 70.

[10] Jeremy harmer, *The practice of English Language*, (New York: Longman, 1991), p. 154.

Vocabulary is a list of words used in certain book arranged in alphabetical order.[11]

According to Hornby that vocabulary is:

1) Total number of words(either used for combination them) make up the language

2) Range of words know to, or used by a person in trade, profession, etc.

3) Book contains a list words used in a book etc-usually with definition or translation.[12]

According to Manser that vocabulary is:

1) Total number of words in language

2) Words known to a person

3) List of words with their meanings, especially at the back of a book used for teaching a foreign language.[13]

According to Oxford dictionary that vocabulary is:

1) A list or collection of words and phrase usually alphabetically arranged and explained or defined lexicon.

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[11] Tanti Yuniar Sip, *Kamus Inggris Indonesia*, (Surabaya, 2007), p. 347.

[12] Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Tokyo: Oxford University Press, 1974), p. 978.

[13] Martin Mansher, *Oxford Learner's Pocket Dictionary*, (Tokyo: Oxford University Press, 1991), p. 461.

2) A sum or stock of words employed by a language group invidually or words in a field of knowledge.

Besides that according Pieter A. Napa, explains that vocabulary is one of the component of language and that language exist without words. Words are sign or symbols for ideas. There are the means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.[14]

Vocabulary as an essential component of all uses of language would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their through. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively.

Vocabulary is group of letter mailed to one another so that became that word having a meaning with realized in our life in the case of reading and also conversation.

Vocabulary is one language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical in supporting the English learning to master a language skill mastery of the vocabulary (productive) is usually related to speaking and writing, because when

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[14] Pieter. A. Napa, *Vocabulary Development Skill*, (Cet. I; Yogyakarta: Kornisius, 1991), p. 6.

someone speaks or writes they produces vocabulary. While, the mastery of receptive vocabulary is usually related to reading and listening.

The areas of book are: learning grammar, listening, speaking, reading, and writing. In relation to teach, there are exercises that help you to reflect on how you are going about your learning. As an example, for vocabulary learning you are asked which method of learning you prefer-learning words by topic, by translating them into FL, by writing them down, and so on.

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communicate and convey our needs could not be established.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning.

Opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV, Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary. Learning learners need to achieve in order to read both simplified materials and to process different kind of oral and written texts, as well as the kinds of strategies learners use in understanding, using and remembering words.

Jack C. Richard and will A. Renandya states that 3000 to 5000 word suggested for learners continuing to tertiary education studies.[15]

As we know that, before the students know to speak and write that teacher must introduce kinds of vocabulary to know many things in their environment. So one general thing such as kinds of animals, adjective for people, clothes, geography, building, places, bank, cooking, restaurant, down town, etc.

From the definition above, we can see that vocabulary is one of the components of language and no language exists without words. Without vocabulary we cannot communicated each other, so we have to learn an memorize many of vocabulary in order we can speak English well. The ways to learn vocabulary are:

1) Card Method

Sometimes we have many vocabularies but sometimes we cannot use it in order that can be useful for us. One way that can help us is using card.

a). researcher every English vocabulary or phrase that you do not know its meaning. Write them into card which its size 8x6 cm. Write the word in non-capital word because it can help you to always remember it do not forget to write the classification of the word like verb, adjective etc.

b). At back of the card you can researcher the meaning of the words and can be with its picture. Besides the meaning, the good card is the card that consists of sentences

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[15]Jack C. Richard and Renandya, *Methodology in Language Teaching*, (United States of America: Cambridge University, 2002), p. 256.

that are made from that vocabulary. This is very important because you know when that vocabulary used.

Let us say that you had 20 cards so you can play them. First, you take each card, study and memorize it whether its word or its meaning. Do not memorize in your heart but you loud your voice so you can hear your pronunciation so when you are wrong, you can repeat it. The second is shake the 20 cards and take 5 cards randomly and then examine your memory. If you are filling, please repeat to shake the card and examine once again your memory. If you are success so the 5 cards can be put in other place and then take the next card and you test your memory again. The third if you are success in the second step please shake the 20 cards once again and test your memory for 20 cards. The fourth in the morning examine those 20 cards. If you forget one until three words, it means that you have been success. But, if you forget more than three vocabularies so you have to repeat it. Repeat the second step in afternoon. If you always do not that you will have many vocabularies.[16] It is not secret anymore if most of junior high school students are poor of vocabulary. States that are some ways to enrich our vocabulary, they are:

Every gives a little time to memorize vocabulary. It is about 5-10 vocabularies. To control your vocabularies you may memorize by using card system. You can write 5-10 vocabularies in a card which is prepare before. Take one card, it is about 10x7 cm and 1 cm the first page you write 5 until 10 vocabularies with pronunciation and

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[16] Ibid, p. 16-17.

its meaning can be written on the second page. The card which has been written some vocabularies is learned by heart. You change every day with new card and new vocabularies. The cards which have been memorized should be kept in different place with the cards which have not been memorized or empty cards. If we can memorize vocabulary everyday like that so in short time we will have many vocabularies. You can imagine if you memorize 10 vocabularies in a day. So in a years will be 3.650x2 is 7300 vocabularies and how if it is in there, your or five years? You can count it by yourselves.

In memorizing and enrich your vocabulary we can make list by:

a). Looking for synonym for example adjective synonym.

Example :

1. Big   = Large

2. Easy = Simple

3. Dull   = Interesting

4. Begin = Start

5. Close = Shut

6. Want = Wish

Noun Synonym:

1. Person = People

2. Shop   = Store

3. Story   = Tale
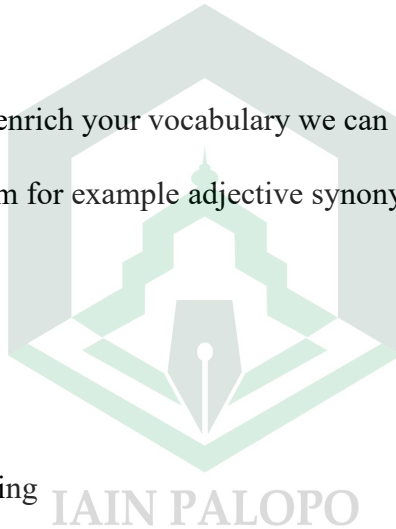
b). Sometimes it is difficult to find its synonym like the example above. So we can memorize by giving it definition.

Example:

1. Committee = Group of people who meet together to discuss and make decision

2. Librarian = Person who look after reading books

3. Synonym = Words with similar meaning

4. Moral = Having to do with right and wrong

Looking for it opposite or synonym:

Example:

Easy   - Difficult

Good   - Bad

Laugh   - Cry

Buy   - Sell

And also there are some vocabularies which its antonym formed by add *un, dis, im,* and *in* at the beginning of the words.

Example:

Afraid   - unafraid

Happy   - unhappy

Agree   - disagree

Polite   - impolite

Accurate - inaccurate

The other way to enrich our vocabulary is by memorizing its derivative. Example:

Suffer (V)   = Menderita

Sufferable (Adj) = Dapat diderita

Sufferer (N)   = Penderita

Suffering (N)   = Penderitaan

Sufferance (N)   = Kesabaraan.[17]

As we know, vocabulary in English just like other language where it is devided into several classification. They are noun, verb, adverb, adjective, etc. from parts of example above we can know that for noun its derivative sometimes ended by –er, -nee, -ion, -ism, -ization, -ment, -ness, -hood, ist, -ship. Adjective ended by, -y, -ed, -able, -al, -full, -ish, -ing, -ive, and –ous. Verb sometimes ended by size, like Islamic, organize while adverb sometimes ended by lay.

The other thing that be paid attention in forming derivative vocabulary that we have to directive from dictionary. The characteristic that mentioned above are only to make us easy in classification word whether it is noun, adjective, verb, or adverb.

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[17]Jumarni, *Improving Students Vocabulary Through Synonyms Word A Thesis,* (English Department STAIN Palopo, 2010), p. 14-16.

Studying language not only studies the list of vocabularies bit if we do not know the meaning, it is impossible to use it, so we have to memorize its meaning either.

c. Principles of teaching vocabulary

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can be applied in a variety of teaching and learning situation. These can then be applied in courses where there are parts of the course deliberately set aside for vocabulary development, or in courses where vocabulary is dealt with as it occurs in skill-focused or content-focused lessons.

1) Focus on the most useful vocabulary first.

2) Focus on the vocabulary in the most appropriate way.

3) Give attention to the high frequency words across the four strands of a course.

4) Encourage learners to reflect on and take responsibility for learning.[18]

We have said that vocabulary teaching is as important as the teaching of structure, and in the following examples we will look at range of activities which are

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[18] David Nunan, ”*Language Teaching Methodology*”, (A textbook for teacher, National Centre for English Language Teaching and Research: Macquarie University Sydney, Prentice Hall,1991), p. 115.

designed to each and practice words and their various uses. We will look at presentation, discovery techniques and practice.

Not all vocabulary can be learnt through interaction and discovery techniques. Even if such techniques are possible, however, they are not always the most cost effective. There are many occasion when some form or orientation and or explanation is the best way to bring new words into the classroom. We will look at some example:

1) Realia

The use of real objects makes the meaning of certain words be easily to explain, but the real objects used are restricted to those that can be taken to the classroom.

2) Picture

Pictures here includes wall pictures, blackboard drawing charts, flashcards, etc. pictures can be used to explained in the meanings of vocabulary times, the meanings of sentences, and to create a situation or context.

3) Mime, Action and Gesture

Sometimes, regalia and pictures are impossible to be used to explain the meaning of words and grammar. Actions, in particular are probably better explained by mime. For instance, word "sit" is easily explained if the teacher pretends to sit, gesture is useful for explaining words like to, from, etc.

4) Contrast

Contrast is used because sometimes a visual element (e.g. regalia, pictures, etc.) may not be sufficient to explain meaning.

5) Enumeration

We can use this to present the meaning, for example we can say "clothes" and explain this by enumerating or listing various items. The same is true of "vegetable" or "furniture".

6) Explanation

Sometimes, explaining certain words is helpful and important, especially at elementary level. The explanation must contain the information about when the word is use the word "mate" is unsatisfactory if it is said that the word "friend" without any explanation.

7) Translation

Translation can be used with caution, because students want to hear and use the target language, not their own however translating the target language into the native one does save the time to explain.[19]

It is very important that the students learn to use the words in sentences, so we need to include some of the following contextual activities too:

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[19] Jeremy Harmer, *The Practice Of English Language Teaching,* (First Edition; New York:Longman Publishing,1991), p. 161.

a. Students could be asked to write gapped sentences with chosen lexical items missing for their classmates to complete.

b. Or they write full sentences on overhead transparencies for everyone to comment on or correct.

c. Story building or dialogue-building involving target words or phrases could be done in groups or the whole class.

d. You could encourage students to use the lexis in real communication by assigning to each of them an item which they must try to use naturally in that lesson or outside class before the next lesson.

We have said that vocabulary teaching is as important as the teaching of structure, and it the following examples we will look at a range of activities which are designed to teach and practice words and their various uses. We will look at.

1. Presentation

There are many occasion when some form of presentation or explanation is the best way to bring new words into the classroom, such as picture, regalia, and contrast.

2. Discovery

Students will be using their bilingual dictionaries, so they will find the meaning of words.

3. Practice

Using new vocabulary, this is known in real communication, so it would not be forgotten easily.

River suggests introducing vocabulary items in such as a way as to allow the student to infer the meaning from the context and illustrations. She foals students should be encouraging to make intelligent guesses about word meaning and therefore readers should not contain glossaries.

The new vocabulary should not co-occur with difficult structures and a certain amount of vagueness in guessing the meaning of words must be accepted. The teacher should not expect students to come up with exact   meanings while guessing in this manner.[20]

d. Types of Vocabulary

There are four type vocabulary, those are:

1)   Active speaking vocabulary is words that the speakers are able to use in speaking.

2)   Passive listening vocabulary, words that a listener recognize but cannot necessary produce when speaking.

3)   Passive reading vocabulary rivers to words that a reader recognizes would not necessary be able to   produce.

4)   Active writing vocabulary, words that a writer is able to use in writing.[21]

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[20] Jack C. Ricards, *Methodology in TESOL,* (Cet. I; USE: Newbury House Publishers 1987), p. 313.

[21] Basri, p. 17.

According to Jeremy Harmer vocabulary   into two types, there are:

Passive vocabulary refers to words, which the student will recognize when they meet them but they will probably not be able to produce. And active vocabulary refers to words that students have learners. They are expected to be able to use by the student.[22]

White Page and Ali divided vocabulary into four kinds as follows:

1) Oral vocabulary; consist of word actively used I speech.

2) Writing vocabulary; the word that come reading to one finger vocabulary.

3) Listening vocabulary; the stock of words one responds with meaning and understanding in the speaking of others.

4) Reading vocabulary, the word which one responds in the writing of others.[23]

e. Kinds of Vocabulary

Before knowing how to teach my vocabulary further, there are many kinds of vocabulary that should be comprehended by the teachers before giving it to the students.

1) Word Classes

Word classes are well-known as parts of speech in grammatical English. They include:

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[22] Jeremy Harmer, op.cit, p. 159.

[23]Basri, *Improving Vocabulary Through Latter Game,* An Unpublished Thesis, (STAIN Palopo:2009), p. 18.

a) Nouns   : teacher, Jakarta

b) Pronouns   : he, they, us

c) Verbs   : do, studying, learned, to write

d) Adjectives   : old, young, tall, new

e) Adverbs   : there, continuously, always, yesterday

f) Prepositions   : on, for, in

g) Conjunctions   : but, and,

h) Determiner   : an, a, the

2) Word Families

A word family compromises the base word plus its inflexions and its most common

derivatives.

a) Inflexions   : plays, playing, played

b) Derivatives   : player, replay, playful

3) Word Formation

a) Compounding   : second-hand, word processor, typewriter

b) Blend   : information + entertainment = infotainment

c) Conversion   : she upped and left (preposition to verb)

d) Clipping   : email = electronic mail, flu (influenza)

Most well-known multi-words units are in the form of phrasal verbs or idioms:

a) Phrasal Verb   : Look for, Look after

b) Idioms

4) Collocations

When two words are collocates if they occur together with more than chance frequency. Examples: The biggest threat, this week, once again, once more.

5) Homonyms

Homonyms are words that share the same form but have unrelated meaning. Examples: well, left, fair.

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

a) Synonyms: items that mean the same, or nearly the same; for example, *bright, clever, smart* may serve as synonyms of *intelligent.*

b) Antonyms: items that mean the opposite; *rich* is an antonym of *poor.*

c) Hyponyms: items that serve as specific example of general concept; *dog, lion, mouse* are hyponyms of *animal.*

d) Co-hyponyms or co-ordinates; other items that are the 'same kind of thing'; *red, blue, green,* and *brown* are co-ordinates.

e) Super ordinates: general concept that 'cover' specific items; *animals* is the super ordinate of *dog, lion, mouse.*

f) Translation: words or expressions in the learners 'mother tongue that are (more or less) equivalent in meaning to the item being taught.[24]

According to Hatta in his thesis "The Application of the five step model for explicit vocabulary" states that provides:

Five step model, they are: look, say, think, write and practice.

1) Look at : the word

The word is introduced by writing it on the blackboard, a flash card or a piece of paper. The students are to look at the word while this teaching. It the students will remember. Their word more easily they see or hear the word allen in Hatta states that students are encourage to look at the word while learning it pronounced, since learner tend to remember a word more easing if they see or hear it.

2) Say : the word

The students are asked to say the word after the teacher says it the teacher could first ask the whole class repeat the word then point some students to say it one by one. Some students find it helpful; many students enjoy the word as soon as they hear it.

3) Think : about the word

In this step, the teacher will explain the word. The teacher conveys the meaning of a word through various devices such as definition, active demonstration,

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[24] Penny Ur, *A Course in Language Teaching,* (Cet. I; New York: Cambridge University Press , 1996), p. 62.

visual aids, synonyms, antonyms or translation. Two or more of these devices can be used to clarify meaning.

4) Write ; the word

After the word s has been explained and students grasp its meaning the word will be written in the book or list to know whether the students spell the word in the right way.

5) Practice ; writing the word

In this last state, we will see whether the students can do. The teacher ask the students to pronounce or say the word as what they write not as what the teacher write and after that the students show it is meaning in a concept.[25]

2. Noun and Adjective

a. Noun

Noun is one of the most important parts of speech. There are several definitions relating to noun. Some of them as are follows:

Noun is a word which represents people, thing, place, animal, idea, and etc. Noun in number is device into two kinds; they are countable noun and uncountable noun. Countable noun also divided into two kinds, they are Singular noun and Plural noun.[26] In addition, it may function as the chief or 'head' word in many structures of

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[25] Hatta, *the Application of The Step Model For Explicint Classroom Vocabulary To The Second Year Students Of SLTP Negeri Duapitue,* (Thesis SI STKIP Cokrominoto Palopo, 2002), p. 21.

[26] Masruddin, p. 23.

modification.[27] The noun is a one of the most important part of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence.Oxford Learner's pocket dictionary states that noun is word that refers to a person, a place or a thing, a quality or an activity.[28] Noun is a word used to name or identify any of class or things, people, places, or ideas, or particular one of these.[29]

1) There is four types of nouns: common noun, proper noun, abstract noun, and collective noun.

a) Common Noun is a name given to any individual, animal, thing or places, but it is always given in general without any references to somebody in particular.

Example: dog, man, table

b) Proper Noun is a name given to any person, animal, thing or place, in particular, with a purpose of pointing at them.

Example: France, Madrid, Mrs. Smith, Jack

c) Abstract Noun is a name given to quality voice or a state of being. These are such things that we cannot touch, but can feel.

Example: optimism, kindness, beauty, complexity.

d) Material Noun is a name given to any material from which an object is a prepared.

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[27] Marcella Frank, *Modern English,* (America: Prentice- Hall, 1972), p. 6.

[28] Oxford *Learner's Pocket Dictionary* , (New edition:University press, 2000), p. 291.

[29] Jeremy Harmer*,* p. 159.

Example: gold, silver, nickel, sand.[30]

e) Collective Noun is a name given to a group of people or things.

Example: group, team, audience

b. Adjective

Adjective normally describe the things referred to by nouns or pronouns (*black, serious)*; they may function as complements or be attached to a noun.[31]Adjective is word that describes a noun.[32]

The adjective is a modifier that has the grammatical property of comparison. It is often indentified by special derivational endings or by special adverbial modifiers that precede it.

An adjective are divided into ten kinds

1) Adjective of quality

An adjective used total about the quality of a person or thing known as adjective of quality, such as: wealthy, regional, fundamental, industrial, elementary, and primary.

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[30] Mursal, *The Use Name Card Technique In Improving Vocabulary At The Third Year Students of Elementary School 79 Tappong, Thesis SI,* (Palopo; STAIN 2009), p. 22-24.

[31]Penny Ur, *A Course in Language Teaching,* (Cet. I; New York: Cambridge University Press , 1996), p. 80.

[32] Martin Mansher, *Oxford Pocket Dictionary,* (New Edition; New York: University Press, 1995), p. 5.

2) Adjective of quantity

An adjective used to talk about the quantity of things is known as adjective of quantity such as: little, no, whole, all, half, enough, much, any, some, great, sufficient.

3) Adjective of number

An adjective used to talk about the number of things person is known as adjectives of number, such us: five, few, no, many, all, some, several, first, any.

4) Demonstrative adjective

An adjective used to point out which person or thing we speak about is known as demonstrative adjective, such us: this, that, these, those, such.

5) Distributive adjective

An adjective used to refer to each and every person or thing separately is known as distributive adjective, such us: each, every, either, any, none, both.

6) Interrogative adjective

An adjective used to question is known as interrogative adjective such us: what, which, whose.

7) Possessive adjective

An adjective to talk about ownership possession is known as possessive adjective, such us: my, your, our, his, her, its, and their.

8) Emphasizing adjective

An adjective to emphasize a noun is known as emphasizing adjective such us: own and very.

9) Exclamatory adjective

The word 'what' is known as an exclamatory, such us: what.

10) Proper adjective

An adjective from a proper name is known as a proper, example: *American president.* [33]

The types of adjectives

1) By added suffix "ness" of adjectives

Example:

Busy   – Business

Happy – Happiness

Kind   – Kindness

Rude   – Rudeness

Weak   – Weakness

2) By added uffix "Y" of adjectives

Example:

Active – Activity

Honest - Honesty

Possible- Possibility

Real   – Reality

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[33] Collier, *The Key to English Vocabulary,* p. 24.

3) By added suffix "th" of adjective

Example:

Dead – Death

Deep – Depth

Long – Length

True – Truth

Wide – Width

4) By added suffix 'ence" of adjective

Example:

Different - Difference

Diligent   - Diligence

Intelligent – intelligence

Patient – patience

Present – Presence

5) By added suffix "cy' of adjective

Example:

Fluent   –   Fluency

Intimate –   Intimacy

Sufficient – Sufficiency.[34]

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[34] Chandra agustin, *Kamus Sinonim-Antonim Inggris- Indonesia,* (Cet. I; Bandung: CV Pustaka Grafika, 2004), p. 8-9.

3. Synonym Words

a. Definition of Synonym

Synonym is two words that can interchange in a context, which said to be synonyms relative to that context. To know the students' ability in identifying synonyms, it will help to provide them with a view that there are many words in English have the same meaning. They should encourage themselves to enlarge their vocabulary by recognizing the synonyms.

Hornby says that the word synonym is a word or expression that has the same or nearly the same meaning as another in the same language.

If we take synonym to mean of word which means exactly the same as another in all possible contexts, we shall have great difficulty in finding a synonym in the circumstances. A similar example is *little* and *small*: It can refer to *a child*, *a small child*, or *a little child*.

Tarigan in Mantasiah states that synonym is the difficult or complicated sentences that have to change with modestly and is easy for students to comprehend[35].

The relation mean between two words which have synonym, it is have the character of two directions. Thus, if *little* have synonym with *small*, so *small* word also have synonym with *little* word.

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[35] Tarigan, *Pengajaran Kosa Kata*, (Cet. I; Bandung: Angkasa, 1993), p. 2.

From definitions above, it can be concluded that synonym is the term to refer to words that have same meaning in all possible contexts instead of the fact that the words can interchangeably used or not.

b. Classification of Synonym

There are some classification of synonym according to Holden, they are:

1) The Synonym of Noun

The synonym of noun is noun that has similar meaning with another noun. For example:

rabbit – bunny

sound – tone

world – earth

angle – corner

city   – town

2) The Synonym of Verb

The synonym of verb is verb that has similar meaning with another verb. For example:

do   – work

learn – study

go   – leave

answer – respond

advise – suggest

3) The synonym of Adjective

The synonym of adjective is adjective that has similar meaning with another adjective. For example:

right – true

false – wrong

ugly – bad

all   – whole

easy – simple

4. Antonym Words

a. Definition of Antonym

According to Martin Mansher in Oxford Pocket dictionary antonym is word that is opposite in meaning to another.[36] A word that express a meaning opposed to the meaning of another word, in which cases the two words are antonyms of each other. Antonym are word that mean the opposite of another word. For example, the word "old" and "new" are antonym. If something is "old" it can be "new". Knowing how to use antonyms will make adding our vocabulary and colorful. Whenever we need to present a contrast, antonyms will help encourage our vocabulary.

b. Kind of Antonym

1) Direct antonym is antonyms that are commonly associated (e.g. 'wet' and 'dry').

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[36] Martin Mansher, p. 461.

2) Indirect antonym is anonyms whose opposition is mediated (e.g., the antonym of 'wet' and 'parched' is meditated by similarity of 'parched' to 'dry'.[37]

c. Types of Antonym

1) By adding prefix

Example:

Happy – Unhappy

Able   – Unable

Agree – Disagree

Legal – Illegal

Possible - Impossible

Regular – Irregular

2) By changing prefix

Example:

Absent - Present

Import - Export

Internal - External

Pro-mega - Anti-mega

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[37] http://*www.answer.com/topic/ antonym* . Accessed on January 02nd 2013.

3) By changing suffix

Example:

Fearfull – Fearness

Usefull – Useless

Employer – Employee

4) In other words

Example:

Admit – Deny[38]

Alone – Together

Weak – Strong

CHAPTER III

METHOD OF THE RESEARCH

A. Types of Research

This research will employ descriptive quantitative method. The quantitative research is usually used to test a theory, to present description of statistical or fact to know the relation between variable.[1] which gives a descriptive account of the ability of the eight year students of SMP Negeri 02 Sabbang in identifying synonym and antonym.

B. Location of Research

This research will be conducted at the eight year students of SMP Negeri 02 Sabbang. School is located at Kecamatan Sabbang, Kabupaten Luwu Utara.

C. Approach of Research

This research will employ quantitative descriptive approach. This descriptive method which give a descriptive account of the ability of the eight year students of SMP Negeri 02 Sabbang in identifying synonym and antonym.

D. Subject of The Research

The subject of this research was the eight year students of SMP Negeri 02 Sabbang academic year 2012 / 2013 and consisted of 40 students.

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[1] Subana, *Dasar-Dasar Penelitian Ilmia,* (CV: Pustaka Setia, 2005), p. 25.

E. Instrument of The Research

The instrument of the research was vocabulary test. There was 30 items which consist of 20 multiple-choice items and 10 complexion items. In this test, the students chose the synonyms or antonyms of the underlined and numbered words in the passage.

F. Procedure in Collecting Data

In collecting data, the writer used some procedures as follows:

1. The researcher prepared the research instruments.

2. The researcher confirmed and negotiated with the head master and the English teacher about the research.

3. The researcher came to survey the research field.

4. The researcher conducted the research by distributing the research instruments to the students.

5. The researcher gave the test to the students and explained how to do the test.

6. The researcher collected the data and analyzed the data findings by mean scoring, tabulating and percentage techniques.

G. Technique of Data Analysis

The findings which gained through the research were tabulated into scoring classification, tabulating and percentage technique.

1. Scoring the students correct answer by using formula as follow:

$$Score = \frac{Total\ correct\ answer}{Total\ items} \ x\ 10$$

2. The formula for mean score analysis was as follows:

$$M = \frac{\sum x}{N}$$

Where:

M = Mean score

Σx = Total score

N = Total sample

3. The mean score were classified into five levels such as follows:

   1) 9.6 to 10 is classified as excellent.

   2) 8.6 to 9.5 is classified as very good.

   3) 7.6 to 8.5 is classified as good.

   4) 6.6 to 7.5 is classified as average.

   5) 5.6 to 6.5 is classified as fair.

   6) 3.6 to 5.5 is classified as poor.

   7) 0 to 3.5 is classified as very poor.

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Findings*

The findings of this research consisted of the students' scores in identifying synonym and antonym, the classification of the students' scores, the frequency and percentages of students' scores, and the mean scores. These findings are elaborated as follows:

1. Students' Scores

After being ranked, the highest total score of the students' test result in identifying synonym and antonym is 7.00 (subject number 35) and the lowest total score is 1.00 (subject number 26) (see Appendix). The median or the middle score is 3.83. The mode is 4.00 since this score is attained by more subjects than any other scores (six students out of 40 students). The frequency distribution based on 40 test results is shown on Table 1.

Score	Frequency
0 - 3.5	16
3.6 - 5.5	15
5.6 - 6.5	2
6.6 - 7.5	5
7.6 - 8.5	2
8.6 - 9.5	0
9.6 – 10	0
Total	**40**

Table 1. The Frequency of the Students' Scores

From the Table 1 above, it can be seen that some students scored around 1.00 and 7.00 with none of them achieving higher or lower scores.

2. Scoring Classification, The Frequency and Percentage of The Students' Scores

The students' scores in identifying synonym and antonym are classified into five levels of criteria, namely very poor, poor, fair, average, good, very good, and excellent. The classification, frequency and percentage of the students' total scores are elaborated

Classification	Score	Frequency	Percentage (%)
Very Poor	0 - 3.5	16	40
Poor	3.6 - 5.5	15	37.5
Fair	5.6 - 6.5	2	5
Average	6.6 - 7.5	5	12.5
Good	7.6 - 8.5	2	5
Very Good	8.6 - 9.5	0	0
Excellent	9.6 – 10	0	0
Total		**40**	**100**

**Table 2. The Classification, Frequency and Percentage
of the Students' Total Scores**

From Table 2 above, it can be seen that there were 16 students or 40% of the sample classified into 'very poor'. There were 15 students or 37.5% of the sample classified into 'poor'. There were two students or 5% of the sample each classified into 'fair' and 'good'. There were five students or 12.5% of the sample classified into 'average' and none of them were classified into 'very good' and 'excellent'.

3. Frequency and Percentage of Students' for Each Part of the Test

The frequency and percentage of the students' scores for each part of the test are elaborated as follows:

a. **Part I**

The frequency and percentage of the students' scores in Part I of the test are described in Table 3.

Score	Frequency	Percentage %
0	2	5
1	1	2.5
2	14	35
3	15	37.5
4	4	10
5	4	10
Total	**40**	**100**

**Table 3. The Frequency and Percentage
of the Students' Scores In Part I**

From Table 3 above, it can be seen that there were two students or 5% of the sample had no correct answer or did not answer at all. There was one student or 2.5% of the sample had one correct answer. There were 14 students or 35% of the sample had two correct answers. There were 15 students or 37.5% of the sample had three correct answers and four students or 10% of the sample each had four and five correct answers.

b. **Part II**

The frequency and percentage of the students' in Part II of the test are described in Table 4.

Score	Frequency	Percentage %
0	4	10
1	1	2.5
2	8	20
3	13	32.5
4	12	30
5	2	5
Total	**40**	**100**

**Table 4. The Frequency and Percentage
of the Students' Scores In Part II**

From Table 4 above, it can be seen that there were four students or 10% of the sample had no correct answer or did not answer at all. There was one student or 2.5% of the sample had one correct answer. There were eight students or 20% of the sample had two correct answers. There were 13 students or 32.5% of the sample had three correct answers. There were 12 students or 30% of the sample had four correct answers and the rest of them or 5% of the sample had five correct answers.

c. **Part III**

The frequency and percentage of the students' in Part III of the test are described in Table 5.

Score	Frequency	Percentage %
0	3	7.5
1	6	15
2	17	42.5
3	12	30
4	1	2.5
5	1	2.5
Total	40	100

**Table 5. The Frequency and Percentage
of the Students' Scores In Part III**

From Table 5 above, it can be seen that there were three students or 7.5% of the sample had no correct answer or did not answer at all. There were six students or 15% of the sample had one correct answer. There were 17 students or 42.5% of the sample had two correct answers. There were 12 students or 30% of the sample had three correct answers. There was one student or 2.5% of the sample each had four and five correct answers.

d. Part IV

The frequency and percentage of the students' in Part IV of the test are described in Table 6.

Score	Frequency	Percentage %
0	1	2.5
1	6	15
2	9	22.5
3	13	32.5
4	5	12.5
5	6	15
Total	**40**	**100**

**Table 6. The Frequency and Percentage
of the Students' Scores In Part IV**

From Table 6 above, it can be seen that there was one student or 2.5% of the sample had no correct answer or did not answer at all. There were six students or 15% of the sample each had one and five correct answers. There were nine students or 22.5% of the sample had two correct answers. There were 13 students or 32.5% of the sample had three correct answers and the rest of them or 5% of the sample had four correct answers.

e. Part V

The frequency and percentage of the students' in Part V of the test are described in Table 7.

Score	Frequency	Percentage %
0	19	47.5
1	9	22.5
2	5	12.5
3	6	15
4	1	2.5
5	0	0
Total	**40**	**100**

**Table 7. The Frequency and Percentage
of the Students' Scores In Part IV**

From Table 7 above, it can be seen that there were 13 students or 47.5% of the sample had no correct answer or did not answer at all. There were nine students or 22.5% of the sample had one correct answer. There were five students or 12.5% of the sample had two correct answers. There were six students or 15% of the sample had three correct answers. There was one student or 2.5% of the sample had four correct answers and none of them had five correct answers.

4. Mean Scores

The mean scores of the students' total scores and the scores attained in each part of the test are tabulated as follows:

a. Mean Score of the Students' Total Scores

The mean score of the students' total scores in identifying synonym and antonym is tabulated as follows:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{154.33}{40}$$

$$\overline{X} = 3.86$$

b. Mean Score of Part I

The mean score of the students' scores in Part I of the test is tabulated as follows:
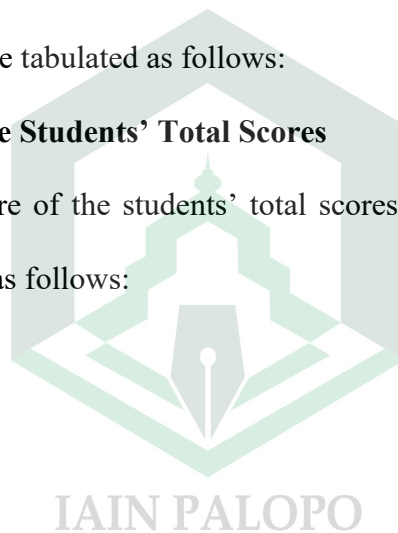
$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{110}{40}$$

$$\overline{X} = 2.75$$

c. **Mean Score of Part II**

The mean score of the students' scores in Part II of the test is tabulated as follows:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{114}{40}$$

$$\overline{X} = 2.85$$

d. **Mean Score of Part III**

The mean score of the students' scores in Part III of the test is tabulated as follows:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{85}{40}$$

$$\overline{X} = 2.13$$

e. **Mean Score of Part IV**

The mean score of the students' scores in Part IV of the test is tabulated as follows:
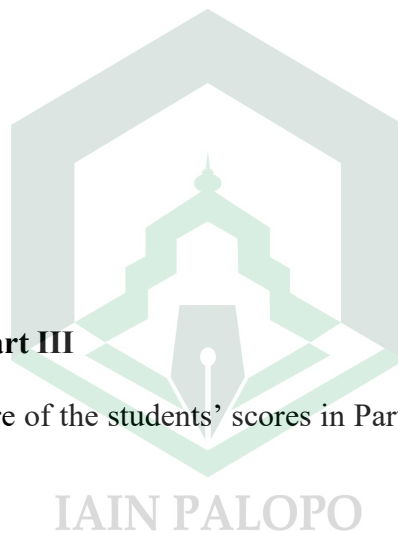
$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{113}{40}$$

$$\overline{X} = 2.83$$

f. Mean Score of Part V

The mean score of the students' scores in Part V of the test is tabulated as follows:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{41}{40}$$

$$\overline{X} = 1.03$$

B. *Discussion*

The description of data collected through the vocabulary test as explained in the previous section shows that the students' scores are spread out. From the frequency of the students' scores in Table 1, below is the frequency and percentage polygon of students' scores:

Figure 1. Frequency and Percentage (%) of Students' Total Score

Figure 1 shows that the students' scores in identifying synonyms and antonyms are not normally distributed, that is, do not form a normal curve. In other words, the distribution of the scores is spread out. None of the students scored higher than 7.00, most of them scored somewhere around 3.6 to 5.5.

The total mean score of the students' scores is 3.86 and the median is 3.83. In this case, there is a fairly close corre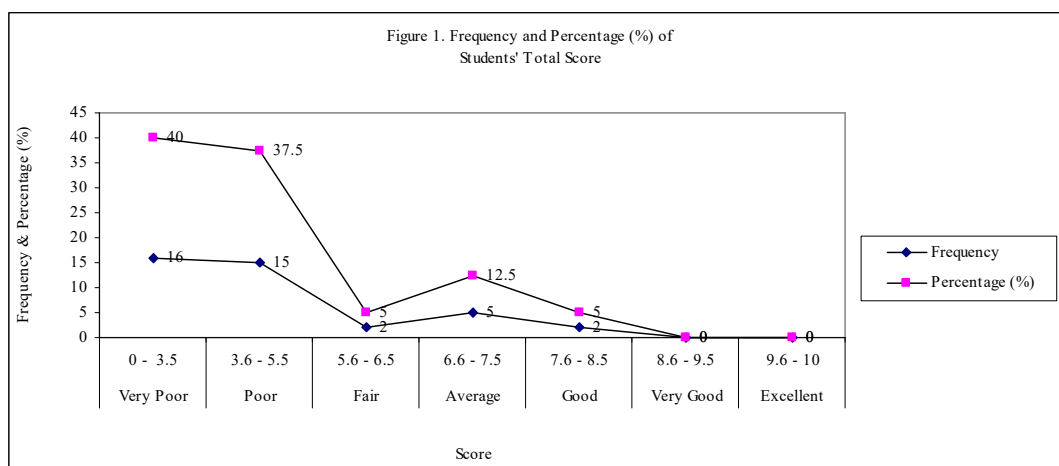spondence between the mean score (3.86) and the median (3.83). This correspondence has occurred because the scores tend to cluster symmetrically around a central point. In other words, the scores have a tendency to gather around the midpoint and therefore are then classified into '**poor**'.

Part I and part II of vocabulary test refer to a short passage. In part I, the students were asked to choose the correct synonyms of the underlined and numbered words from the passage. For number 1, the students who had correct answer are 13 (32.5%) and the students who had incorrect answer are 27 (67.5%). For number 2, the students who had correct answer are 21 (52.5%) and the students who had incorrect answer are 19 (47.5%). For number 3, the students who had correct answer are 30 (75%) and 10 (25%) who had incorrect answer. For number 4, the students who had correct answer are 33 (82.5%) and 7 (17.5%) who had incorrect answer. And for number 5, the students who had correct answer are 14 (35%) and 26 (65%) who had incorrect answer.

In part II, the students were asked to choose the correct antonyms of the words taken from the short passage. For number 6, the students who had correct answer are 18 (45%) and the students who had incorrect answer are 22 (55%). For

number 7, the students who had correct answer are 11 (27.5%) and 29 (72.5%) who had incorrect answer. For number 8, the students who had correct answer are 33 (82.5%) and 7 (17.5%) students who had incorrect answer. For number 9, the students who had correct answer are 30 (75%) and the students who had incorrect answers are 10 (25%). And for number 10, the students who had correct answer are 22 (55%) and 18 (45%) who had incorrect answer.

In part III of the vocabulary test, the students were asked to determine the synonyms of words from the right colomn with the words from the left colomn. For number 11, the students who had correct answer are 14 (35%) and 26 (65%) who had incorrect answer. For number 12, the students who had correct answer are 11 (27.5%) and the students who had incorrect answers are 29 (72.5%). For number 13, the students who had correct answer are 21 (52.5%) and the students who had incorrect answers are 19 (47.5%). For number 14, the students who had correct answer are 17 (42.5%) and 29 (72.5%) who had incorrect answer. And for number 15, the students who had correct answer are 22 (55%) and the students who had incorrect answers are 18 (45%).

In part IV the students did the same direction as in part III to the antonyms of the words. For number 16, the students who had correct answer are 24 (60%) and 16 (40%) who had incorrect answer. For number 17, the students who had correct answer are 30 (75%) and 10 (25%) who had incorrect answer. For number 18, the students who had correct answer are 27 (67.5%) and the students who had incorrect answers are 13 (32.5%). For number 19, the students who had correct answer are 18 (45%) and 22 (55%) who had incorrect answer. And for number 20,

the students who had correct answer are 11 (27.5%) and the students who had incorrect answers are 29 (72.5%).

Finally in part V, the students were asked to fill in the blanks with the correct words based on the clues given preceeding the words whether it was the synonyms or the antonyms. For number 21, the students who had correct answer are 6 (15%), by answering *serious*. And 34 (85%) who had incorrect answer. For number 22, the students who had correct answer are 7 (17.5%), by answering *reply* or *respond*. And 33 (82.5%) who had incorrect answer. For number 23, no (0%) students had correct answer with the word *suggest*. For number 24, the students who had correct answer are 12 (30%), by answering *reply* or *answer*. And 28 (70%) who had incorrect answer. For number 25, 26, 27, and 28 no (0%) students had correct answer, with the words *late, teach, guess*, and *continue*. For number 29, the students who had correct answer are 12 (30%), by answering task. And the 28 (70%) had incorrect answer. And for number 30, no (0%) students had correct answer, which the answer is *decide*.

The students' correct answers in each part of the test show that the students attained a half or only two thirds of the total scores. This implies several assumptions. First, the students may not familiar with the words given. Second, the students might be familiar with the words given, but the words are rarely used in their daily lives therefore they hardly can remember and recall the words when put in the test. Third, the students do not have strong basic theory of synonyms and antonyms and of how they work in context. And the last, it is probably

because of the internal factors of the students themselves such as motivation, willingness, and background knowledge of English that the students have.

On the other side, a student should have a good vocabulary since its importance, According Pieter A. Napa, explains that vocabulary is one of the component of language and that language exist without words. Words are sign or symbols for ideas. There are the means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.[1] In addition, Jeremy Harmer states that the teaching of vocabulary should be developed through some interesting method.[2]

Therefore, it can be said that students should pay attention to the learning of synonym since synonym is part of vocabulary that is always used in daily conversation. Synonym is two words that can interchange in a context, which said to be synonyms relative to that context. To know the students' ability in identifying synonyms, it will help to provide them with a view that there are many words in English have the same meaning. They should encourage themselves to enlarge their vocabulary by recognizing the synonyms.

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[1] Pieter. A. Napa, *Vocabulary Development Skills*, (Cet. I; Yogyakarta: Kornisius, 1991), p. 6.

[2] Jeremy Harmer, "*The practice of english language teaching*", (First edition; New York: Longman Publishing,1991), p. 20.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussions of the study, the research concludes that the eight year students of SMP Negeri 02 Sabbang have poor scores in identifying synonyms and antonyms.

The result of this research finds that the total means score of the students in identifying synonym and antonym test was 3,86. Furthermore, in part I the means score was 2,75, in part II was 2,85, then in part III the means score was 2,13, while the means score of part IV was 2,83, And part V the means score was 1,03. Over all, it can be said that most of the students still have low ability in mastering synonym and antonym.

B. Suggestions

Based on the result of the data analysis and conclusion, the research proposes some suggestions as follows:

1. It is suggested that the English teachers related to antonyms and synonyms in context of language skills as one way to evaluate the quality of students' vocabulary mastery.

2. The students are expected to do more exercise in order that their vocabulary mastery regarding with synonyms and antonyms can be improved.

3. The students should enrich themselves with knowledge of vocabulary in order that they can improve other language skills.

4. For further related research, the researcher should focus their research attention on factors that might occur, if there is any, related to difficulties the students faced in identifying synonyms and antonyms.

APPENDIX 1

VOCABULARY TEST

Bacalah wacana dibawah ini dengan seksama.
Ratih has time[1] to go to school everyday[2]. She is a diligent and smart[3] student. She likes studying her lessons and asking questions to her teacher if she has problems. At home[4], she usually helps her mother[5] to cook in the kitchen, preparing breakfast, lunch and dinner for her family.

Petunjuk :
I. Pilihlah synonim pada kata yang digarisbawahi dan dibubuhi nomor di atas.

1	A. Chance	B. fun	C. relax	D. enjoyable
2	A. Today	B. tomorrow	C. each day	D. now
3	A. Stupid	B. clever	C. silly	D. greedy
4	A. Building	B. hut	C. canteen	D. house
5	A. grandmother	B. madam	C. mom	D. mothers

II. Baca kembali wacana di wacana di atas dan pilihlah antonym pada kata-kata di bawah ini.

6 diligent
   A. Clever   B. good deed   C. lazy   D. bad deed
7 Smart
   A. Stupid   B. good deed   C. lazy   D. bad deed
8 Mother
   A. Father   B. grandfather C. grandmother D. mom
9 question
   A. interrogate B. inquire   C. answer   D. require
1 Teacher
   A. Teaching   B. instructor   C. pupil   D. leader

III. Tentukanlah synonym kata yang berada pada lajur kiri dengan kata-kata yang berada pada lajur kanan.

11.	Hungry	A. agree	C. angry
		B. starve	D. hurry
12.	People	A. human	C. animal
		B. baby	D. fairy
13.	a week	A. 7 years	C. 7 hours
		B. 7 months	D. 7 days
14.	Hate	A. Love	C. dislike
		B. like	D. glad
15.	Handsome	A. stingy	C. ugly
		B. good looking	D. bad

IV. Tentukanlah antonym kata yang berada pada lajur kiri dengan kata-kata yang berada pada lajur kanan.

16. Good
    - A. right
    - B. fine
    - C. proper
    - D. bad
17. Finish
    - A. End
    - B. start
    - C. conclusion
    - D. stop
18. Difficult
    - A. Easy
    - B. trouble
    - C. hard
    - D. complicated
19. Stay
    - A. dwell
    - B. remain
    - C. go
    - D. delay
20. Ghost
    - A. body
    - B. spook
    - C. demon
    - D. spirit

V. Isilah titik-titik di bawah ini.

21. (Antonym) funny   = ...
22. (Synonym) answer   = ...
23. (Synonym) advice   = ...
24. (Antonym) ask   = ...
25. (Antonym) early   = ...
26. (Synonym) school   = ...
27. (Antonym) know   = ...
28. (Antonym) stop   = ...
29. (Synonym) duty   = ...
30. (Synonym) determine = ...

IAIN PALOPO

Appendix 2

<div align="center">

ANSWER KEY

</div>

I. **Part I**
1. a.
2. c
3. b
4. d
5. c

II. **Part II**
6. c
7. a
8. a
9. c
10. c

III. **Part III**
11. b
12. a
13. d
14. c
15. b

IV. **Part IV**
16. d
17. b
18. a
19. c
20. a

V. **Part V**
21. serious
22. reply; respond
23. suggest
24. answer; reply
25. late
26. teach
27. guess
28. continue
29. task
30. decide

Appendix 3

Raw Scores and Scores in Each Part of the Test

Subject Number	Name	Class	Correct Answers					Total Correct Answers
			Part I	Part II	Part III	Part IV	Part V	
1	A_1	VIII 1	3	3	3	3	0	12
2	A_2	VIII 1	3	4	2	2	0	11
3	A_3	VIII 1	3	4	1	1	0	9
4	A_4	VIII 2	3	3	1	1	0	8
5	A_5	VIII 4	2	3	2	2	0	9
6	A_6	VIII 4	3	3	4	2	0	12
7	A_7	VIII 5	3	3	3	1	1	11
8	A_8	VIII 2	3	4	2	3	1	13
9	A_9	VIII 5	3	4	3	3	0	13
10	A_{10}	VIII 2	3	4	2	3	0	12
11	A_{11}	VIII 4	2	2	2	1	0	7
12	A_{12}	VIII 5	2	3	2	4	1	12
13	A_{13}	VIII 5	2	3	3	4	1	13
14	A_{14}	VIII 5	2	3	2	4	1	12
15	A_{15}	VIII 5	2	4	3	4	1	14
16	A_{16}	VIII 1	2	2	2	3	1	10
17	A_{17}	VIII 5	3	2	2	2	0	9
18	A_{18}	VIII 1	2	2	2	2	2	10
19	A_{19}	VIII 3	2	3	3	2	2	12
20	A_{20}	VIII 4	3	3	2	3	0	11
21	A_{21}	VIII 6	2	3	3	3	2	13
22	A_{22}	VIII 1	2	2	2	3	1	10
23	A_{23}	VIII 6	4	3	3	5	4	19
24	A_{24}	VIII 3	4	5	1	4	3	17
25	A_{25}	VIII 6	4	3	3	5	3	18
26	A_{26}	VIII 3	0	0	0	3	0	3
27	A_{27}	VIII 3	0	2	1	3	0	6
28	A_{28}	VIII 3	3	0	0	3	0	6
29	A_{29}	VIII 4	2	0	1	0	1	4
30	A_{30}	VIII 3	3	4	1	3	2	13
31	A_{31}	VIII 6	5	4	3	5	3	20
32	A_{32}	VIII 3	4	4	2	2	2	14
33	A_{33}	VIII 6	5	4	2	5	3	19
34	A_{34}	VIII 6	5	2	3	5	3	18
35	A_{35}	VIII 6	5	5	3	5	3	21
36	A_{36}	VIII 4	2	0	2	1	0	5
37	A_{37}	VIII 4	1	1	5	2	0	9
38	A_{38}	VIII 2	3	4	2	2	0	11
39	A_{39}	VIII 2	3	4	0	1	0	8
40	A_{40}	VIII 2	2	2	2	3	0	9
MAXIMUM SCORE			5	5	5	5	4	21

Subject Number	Name	Class	Correct Answers					Total Correct Answers
			Part I	Part II	Part III	Part IV	Part V	
MINIMUM SCORE			0	0	0	0	0	3
TOTAL SCORE			110	114	85	113	41	463
MEAN SCORE			2.75	2.85	2.13	2.83	1.03	11.58

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