

**THE STUDENTS' ANTONYMS AND SYNONYMS
MASTERY OF THE GRADE VII MTS
ELL-FIRDAUS CIKAMPAK-
LABUHANBATU SELATAN**



Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary
Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate
Degree of Education (S. Pd) in English*

Written By:

IKA PRIASTY

Reg. Number. 19 203 00078

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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PADANGSIDIMPUAN**

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LETTER OF AGREEMENT

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An : Ika Priasty

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To:

Dean Tarbiyah and Teacher Training
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Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, reviewing and providing suggestions for improvements as necessary to the thesis belongs to **Ika Priasty** entitled *The Students' Antonyms and Synonyms Mastery of the Grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan*, we believe that this thesis has been accepted to complete the assignments and fulfill the requirements for achieving a Bachelor of Education (S. Pd) in English Education Department at the Faculty of Tarbiyah and Teacher Training in UIN Syekh Ali Hasan Admad Addary Padangsidempuan.

Along with the above, the name stated above can already undergo a munaqasyah examination to account for this thesis.

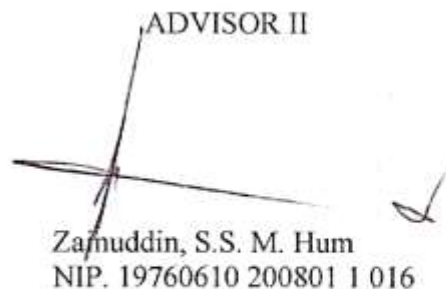
Thus, we convey, hopefully it can be understood and for your attention thank you.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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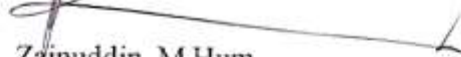

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ABSTRACT

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Selatan

The problems of this research are 1) The students' have difficulties in understanding the meaning of the word. 2) The students' vocabulary mastery was still low. 3)The students are not interested in learning English. The purposes of this research are 1) To know the students' mastery on antonyms and synonyms. 2)To know the students' difficulties in learning antonyms and synonyms mastery. This research was conducted at the MTs ELL-FIRDAUS Private Madrasah TsanawiyahCikampak-Labuhanbatu Selatan. This research used descriptive quantitative with the research design was sequential explanatory. The population in this study was thirty students of MTs ELL-FIRDAUS Private Madrasah, taken by total sampling. The sample in this study was thirty students. In this research, researchers used multiple choice test as instrument. After conducting research on the seventh grade students at the ELL-FIRDAUS Private Madrasah Tsanawiyah, it was found that there were several students who obtained low score, adequate, and good categories. It can be concluded that their students' antonyms and synonyms mastery are enough category with the mean score was 59.13. Students have adequatecategory to master vocabularies about antonyms and synonyms.

Key Words: *Vocabulary Mastery, Antonym, Synonym*

ABSTRAK

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Judul Skripsi : PenguasaanAntonim dan SinonimSiswaKelas VII MTs
VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan

Permasalahan penelitian ini adalah 1) Siswa mengalami kesulitan dalam memahami makna kata. 2) Penguasaan kosakata siswa masih rendah. 3) Siswa tidak tertarik belajar bahasa Inggris. Tujuan penelitian ini adalah 1) Untuk mengetahui penguasaan siswa terhadap antonim dan sinonim. 2) Untuk mengetahui kesulitan siswa dalam mempelajari penguasaan antonim dan sinonim. Penelitian ini dilakukan di MTs Madrasah Swasta ELL-FIRDAUS Tsanawiyah Cikampak-Labuhanbatu Selatan. Jenis penelitian yang digunakan adalah deskriptif kuantitatif dengan desain penelitian sekuensial eksplanatori. Populasi dalam penelitian ini adalah tiga puluh siswa MTs Madrasah Swasta ELL-FIRDAUS yang diambil secara total sampling. Sampel dalam penelitian ini berjumlah tiga puluh siswa. Dalam penelitian ini, peneliti menggunakan tes pilihan ganda sebagai instrumennya. Setelah dilakukan penelitian terhadap siswa kelas VII Madrasah Swasta ELL-FIRDAUS, ditemukan adanya beberapa siswa yang memperoleh nilai kategori rendah, cukup, dan baik. Dapat disimpulkan bahwa penguasaan antonim dan sinonim siswa berada pada kategori cukup dengan nilai rata-rata 59,13. Siswa sudah cukup menguasai kosakata tentang antonim dan sinonim.

Kata Kunci: Penguasaan Kosakata, Antonim, Sinonim

ملخص البحث

الإسم	: إيكابرستي
رقم التسجيل	: ١٩٢٠٣٠٠٠٧٨
عنوان البحث	: إتقان المتضادات والمترادفات لطلاب الصف السابع في مدرسة تسانوية - فردوس سيكامباك - لابوهانباتو سيلاتان

مشاكل هذه الدراسة هي (١) يواجه الطلاب صعوبة في فهم معنى الكلمات. (٢) لا يزال إتقان الطلاب للمفردات منخفضاً. (٣) عدم اهتمام الطلاب بتعلم اللغة الإنجليزية. أهداف هذه الدراسة هي (١) معرفة مدى إتقان الطلاب للمتضادات والمترادفات. (٢) معرفة الصعوبات التي يواجهها الطلاب في تعلم إتقان المتضادات والمترادفات. وقد أجري هذا البحث في مدرسة تسانوية الخاصة في مدرسة تسانوية الخاصة في تسانوية سيكامباك-لابوهانباتو سيلاتان. وكان نوع البحث المستخدم هو البحث الكمي الوصفي مع تصميم بحثي تسلسلي توضيحي. كان مجتمع الدراسة في هذه الدراسة ثلاثين طالباً من طلاب مدرسة تسانوية تسانوية الخاصة مدرسة سيكامباك-فردوس الذين تم أخذهم عن طريق أخذ عينات كلية استخدم الباحثون في هذه الدراسة اختبار الاختيار من متعدد كأداة للبحث. وبعد إجراء البحث على طلبة الصف السابع في مدرسة الفردوس الخاصة في مدرسة إل-فردوس الخاصة، تبين أن هناك بعض الطلبة الذين حصلوا على درجات منخفضة وكافية وجيدة في الفئة. ويمكن استنتاج أن إتقان الطلاب للمتضادات والمترادفات يقع في فئة الكافي بمتوسط. ٥٩١٣ درجة. وقد أتقن الطلاب إتقاناً كافياً لمفردات المتضادات والمترادفات.

الكلمات المفتاحية: إتقان المفردات، المتضادات، المترادفات

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This thesis cannot be considered perfect without critics and suggestion. Therefore, it is such a pleasure for me to get critique and suggestion to make this better.

Padangsidempuan, 12 Juni 2024
Researcher

Ika Priasty
Reg. Number 1920300078

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English plays an important role in everyone's life, from children to adults. The importance of learning English is also due to the fact that English is one of the most important languages that students learn in schools and universities. English is very important in this modern age as it is one of the world human's languages which play an important role in communication. English has now become an international language and is widely used in many areas of human life. English is used in many situations, such as business, information technology, government, especially education.

Vocabulary refers to the collection of word. Vocabulary is important components in teaching English beside the other component like grammar, structure, and pronunciation. Vocabulary is a basic to communication. It is true that mastery of vocabulary will affect the students' ability in four language skills like listening, speaking, reading, and writing. Vocabulary is one of the materials studied by students of all level of school in Indonesia. It should be mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary.¹So English is important role in communication because it is human language in the world and is currently an international language that is important to learn, especially in the world of education. So if students master vocabulary they can easily improve the language

¹ Fitri Rayani and Eka Sutri Harida, *Building a Better Vocabulary by Word Formation process*, 1st ed. (Jakarta: Kencana,2021), <http://repo.uinsyada.ac.id/980/>

skill such as listening, speaking, reading, and writing. Study vocabulary as a basic for communication in learning English because people cannot be able to written and communicate in English well without learning and master it.

Vocabulary is wealth of words which is processed by a certain language. Vocabularies as all of words are in language. Words are which mastered by someone. Vocabulary is the all the language and words either used or understood by a person or group of people. 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 languages exist without words. Words are sign or symbols for ideas. They are the means by which people exchange their though. The more words we learn, the more ideas we should have, so we can communicate te ideas more effectively.

Vocabulary isn't skill; it is the most important one that should be notice. Because vocabulary is the heart of language, without mastering vocabulary, students would be hard in understanding words or sentences. Vocabulary is considered to be the main focus of learning a foreign language since there is a belief that learning a foreign language is similar learning its vocabulary. In learning vocabulary there are many aspects to memorize and identify in the sentence, they are synonyms, antonyms, and homonyms. Vocabulary is crucial for language mastery, as it encompasses a vast array of words that students must not only memorize but also understand their meaning, including synonyms, antonyms, and homonyms in sentences.

Synonyms are words or phrases that have exactly or nearly the same

meaning as other word or phrases in the same language. Not all synonyms have precisely the same meaning. It depends on the conditions under which the word is used. Antonyms are words or phrases that is opposite in meaning to a particular words or a phrase. Synonyms and antonyms are one type of the vocabulary to enrich students' language, to be master many vocabularies, students explore their ideas while they speak or write.²From the definition antonym and synonym the researcher make the conclusion if an antonym is words have meaning is the opposite of another word, a synonym is the opposite. Synonym is a term with an identical or nearly identical meaning but a different form. Similar words or synonyms are other names for them.

Based on interview with the English teacher and students at MTs ELL-FIRDAUS Cikampak- Labuhanbatu Selatan. It is seen that there are many problems in vocabulary mastery.³First, the students have learned many vocabularies but their English teacher said that they still have difficulties for them to memorize new vocabulary and apply it. Second, students often fine difficult to interpret the meaning and remember the vocabulary. Third, the students have teaching vocabulary about the material antonyms and synonyms but the students still have difficult to understand. That means students vocabulary still low, based on the result of observations made by researcher at school. That means students vocabulary still low, based on the results of observations made by researchers at school, researchers found that students said "I don't understand learning

² Jhon Saeed, *Semantics* (USA. Massachusetts, 2000) <https://journal.trunojoyo.ac.id/47/69/>

³ Private interview, English Teacher and Student of MTs ELL-FIRDAUS Cikampak,9 Oktober 2023

vocabulary”, “I feel learning English is very bored and the teaching method is very monotonous”.

Based on the problems above, the researcher interested to conduct a research about vocabulary mastery of the students especially on antonyms and synonyms it will be done under the title “The Students’ Antonyms and Synonyms Mastery of the Grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan”

B. Identifications of the Problem

Based on the background of the study above, the problem can be identified as follows:

- A. Students have difficulties in understanding the meaning of the words
- B. Students’ vocabulary mastery was still low.
- C. Students are not interested in learning English.

C. Limitation of the Problem

Based on identification of the problem above, the researcher focused the students’ mastery in the antonyms and synonyms on noun and adjective.

D. Definitions of the Terminology Variables

Based on the background of the problems, the researcher has defined the definitions of the operational variables used in this study to reduce misunderstanding about the title of this study.

1. Students

Student is a person who study stated from kindergarten (TK), elementary school (SD), junior high school (SMA), and University. Student is someone who learns to get a knowledge that has not been known to his teacher,

Student is a person who study at college or University.They are the person at grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan.

2. Antonyms

Antonyms are relationship between two units of speech that mean the opposite, opposition or contrast to one another. Antonyms are usually used to describe words have the opposite meaning.

3. Synonyms

Synonym is a part of vocabulary with has the meaning more than one. Synonyms are the words or phrase has the same meaning. Synonyms are used to express words that have the same or similar meaning.

So, antonyms and synonyms are used to express something that has different meaning or a word but has another meaning, and words that have the opposite meaning. They come in every part of speech, including noun, verb, adjective, and adverb.

E. Formulations of the Problem

Based on the formulation of the problem, the objectives of the research are:

1. How is the students' mastery on antonyms and synonyms of the grade VII MTs ELL-FIRDAUS Cikampak- Labuhanbatu Selatan?
2. What are the students' difficulties in antonyms and synonyms mastery of the grade VII MTs ELL-FIRDAUS Cikampak- Labuhanbatu Selatan?

F. Purposes of the Research

Based on formulation above, the purpose of this researcher as following:

- A.** To know the students' mastery on antonyms and synonyms of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan.
- B.** To know the students' difficulties in learning antonyms and synonyms mastery of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan.

G. Significances of the Research

This research has benefited for teachers, students, and the researchers. The significances of this research are:

- A.** For Headmaster, the result of this research to the headmaster can develop and encourage English teacher to teaching and English best.
- B.** For Teachers, the results of this research can help teachers to find out students' vocabulary mastery of learning antonyms and synonyms. And expected can help teachers to obtain additional information on one of the acceptable activities. This researcher also hopes that the results of this research will also be useful and valuable, especially for English teacher at MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan, and should be taken into consideration for the English language education and training process in the future.
- C.** Further Researcher, The finding of this research can be useful as a reference for further research in teaching vocabulary mastery. In addition, it can influence better research with different methods that will be useful in the field of English education.

H. Outline of the Research

The outline of this thesis is divided into five chapters.

Chapter I consists background of the problem, identification of problems, limitation of the problem, formulation of the problem, significances of the research, definition of operational variable terminologies. Chapter II consists of the theoretical description. It divided into subchapters which consist of definition of vocabulary, definition Synonyms and Antonyms, review of related findings, conceptual framework, and hypothesis.

Chapter III consists of methodology of the research which is divided into subchapter, the place and time of the research, research design, population and sample, instrument of research, validity and reliability instrument, the technique of data analysis.

Chapter IV, the result of research it consist subchapter description of data, discussion and threats of the research.

Chapter V consists of the conclusion about the results of this research and suggestions that are given by the researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical

1. Vocabulary

a. Definition Vocabulary Mastery

Vocabulary is the stock of words on which they can draw in expressing people selves. Most of people do not use nearly as many words in speaking or writing as someone recognizes or understands when they hear or see.⁴ Vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Vocabulary can be defined as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) an extensive body of research exist on teaching and learning vocabulary.

According to Nunan, vocabulary is more than list of target language words. As a part of the language system, vocabulary intimately interrelated with grammar.⁵ Vocabulary is a communication particularly in the early stages when students are motivated to learn basic words they need to get by in the language.⁶ In Oxford Dictionary, vocabulary is all words that a person knows and uses, all words in a language, a list of meanings especially in

⁴ Fitri Rayani Siregar, "Teacher's Techniques In Teaching Vocabulary For Beginner Class". English Education 3. No. 1 (2015): 2. <http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1286>

⁵ David Nunan, *Language Teaching Methodology A Textbook for Teachers*. Two Edition (New York:2000), <https://id.z/book/058959/032b9a>

⁶ Roger Gower. Diane Philips. and Steve Walter. *Teaching Practice a Handbook* (Macmililan,2005), [https://id z-library,se/book/847108/e84e6b](https://id.z-library,se/book/847108/e84e6b).

foreign language learning books.⁷ Based on above researcher can conclude vocabulary is the first aspect to be learned for mastering English well and vocabulary is the way someone able to communicated.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge trough understanding.⁸ Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know are; the meaning of the word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocation of the word, the register of the word, the association of the word and the frequency of the word.⁹ Based on some definition above, it can be concluded that vocabulary is one of the English components which has to be mastered and acquired by students in learning new language. Vocabulary is the central of language teaching and learning. It plays an important role in the four language skills. It gives contribution to the learners to perform or practice their skill better.

⁷ Oxford Dictionary (2008), *Oxford Learner's Pocket Dictionary*. P. 495

⁸ William Collins, *Webster's New Twentieth Century Dictionary*, (America: The United States of America,2001), p. 604

⁹ Norbert Sehmitt, *Vocabulary in Language Teaching*, (New York: Cambridge University Press, 2000), p.5

b. Types of Vocabulary

According to Buster in Mahmudah stats that Vocabulary refers to the words we must know to communicate effectively. Vocabulary Classifies into four types, they are:

1) Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice

2) Speaking Vocabulary

A persons speaking vocabulary is all the words he or she can use speech. Due to the spontaneous nature of the speaking vocabulary, words often misused. This misused though slight and intentional may be compensated by facial expressional, tone and voice, or hand gesture.

3) Reading Vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is type of vocabulary simply because it includes the other three.

4) Writing Vocabulary

A person's writing is all the words he or she can employ in writing. Contrary to the pervious to vocabulary types, the writing vocabulary is stimulated by its user.

5) Focal Vocabulary

Focal vocabulary is a specialized set of terms and distinctions that

is particularly for a certain group those with particular focus of experience or activity, a lexicon, or vocabulary, is a language dictionary, its set of things, events, and ideas. Some linguists believe that lexicon influences people's perception on things.¹⁰ So Vocabulary is an important aspect of learning a foreign language. With vocabulary, someone will have an understanding of speaking, reading, listening and writing.

According to Thornburry in Siregar and Harida there are two kinds of vocabulary that consisted of receptive or passive and productive or active vocabulary. The further explain:

1) Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. All the vocabulary does not need to understand by someone, but must be known about the context of the text.

2) Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.¹¹Based on quotation above, can be concluded about receptive or passive vocabulary will be easy understand by listening and reading to know and remember vocabularies, while productive or active vocabulary will be easy to

¹⁰ Dzur Rif'ah Mahmudah, "The Correlation Between Students' Writing Ability and Their Vocabulary Mastery", *Expose: Jurnal Pendidikan Bahasa Dan Sastra Inggris* 3, no. 2(2014): 192-206, <https://doi.org/1026618/ejpbj.v3i2.837>

¹¹ Rayani and Harida , *Building a Better Vocabulary by Word Formation Process*, ed. Eko Widiyanto, 1st ed.(Jakarta: Kencana,2021), <http://repo.uinsyahada.ac.id/980/>

understand with correct patterns and grammar to obtain vocabulary.

c. The Importance of Vocabulary

Vocabulary is important in learning English, because it is related to other English skills, without having vocabularies someone cannot speak well. Before stepping toward other language skills such as listening, reading, speaking, and writing, one should learn vocabulary first. We cannot use a language without having knowledge about vocabulary of that language. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.¹² In speaking the word, someone chooses the word that effect how well she or he understands. In listening, vocabulary can influence how much someone understands in class lectures, speeches, and class discussion. In writing vocabulary can determine how clearly and accurately someone can express her or his idea.

Then without lexicon the major element of meaning carried in language will be missing. In order word, vocabulary is an important thing to make learning of second language successful. Also acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Then an extensive vocabulary aids expression and communication, vocabulary size has been directly linked to reading comprehension,

¹² Sehmitt, *Vocabulary in Language Teaching*, (New York: Cambridge University Press, 2000):55,<https://www.eurrec.org/ijote/article/213>.

linguistic vocabulary is synonymous with thinking vocabulary, and a person may be judge by others based on their vocabulary. Based on above researcher can conclude that vocabulary is important to learning English and really to helps to make it easier to speak English well and make it easy to communication with another people.

d. Problem in Learning Vocabulary

There are a lot of problems that students face while they are learning vocabulary. One of the problems is well known. Students might get some difficulties in learning vocabulary.¹³ Some factors that often cause these problems are:

1) Pronunciation

Pronunciation is the way the language sound is a language that difficult to pronounce and learn. Potentially difficult words are usually words that contain sounds that are unfamiliar to some groups of learners.

2) Spelling

Spelling is the act of forming words correctly from each letter, and the ability to spell. Words containing silent letters are especially problematic.

3) Grammar

Grammar is a sentence structure or guide that we use when learning a language. Grammar associated with the words also problematic, especially if this differs from that of it is first language

¹³ Nation, *Learning Vocabulary in Another Language*,(Cambridge: Cambridge University Press 2000)

equivalent.

4) Meaning

Meaning is when two words have almost the same meaning and the way they are pronounced is similar, students fell confused. Its means to understand vocabulary, we have to understand how to pronounce words, correct spelling and structure grammatical and know the meaning of word in English. If the pronunciation, spelling, grammar and meaning are good then it will be easy to speak and write sentences.

e. **Kinds of Vocabulary**

Vocabulary has some kinds that need to be learnt. There are kinds of vocabulary that are explains by expert. According to Thronbury there are at least eight kinds of vocabulary.¹⁴There are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and determiner. And in group into two parts, the first is grammatical words (function words) the words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationship with other words within a sentence, or specify the attitude or mood of the speaker.

1) Preposition

Prepositions are a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place. Examples of prepositions: in, of, on, under, into, behind, near, beside, between, at, from, etc.

¹⁴ Scott Thronbury, *How To Teach Vocabulary*, (England: Person Education Limited, 2002), p4

2) Conjunctions

Conjunctions are words or phrases which join parts of a sentence together. Examples of conjunctions: and, but, and or.

3) Determiner

Determiners are definite article, indefinite article, possessive, demonstrative, and quantifiers. Example of determiners: this, those, my, their, which, a, an, the.

4) Pronoun

Pronouns are words like *he, she, yourself, mine, who, this* and *someone*. Pronouns commonly refer to or fill the position of a noun or noun phrase.

The next is content words (lexical words) the words that carry the content or the meaning of a sentence and are open class words. They are noun, verb, adjective, and adverb.

1) Noun

A noun is a word that is the name of something such as a person, place, thing, quality, idea, or action. Nouns are divided into eight kinds:

a) Common Noun is a name given in common to every person or thing of the same class or kind.

Examples: Door, Window, Man, Woman, Doctor, Hospital, School, Office.

b) Proper Noun is the name of some particular person or place.

Examples: America, Indonesia, China, January, February

c) Collective Noun is the name of collection of things or place.

Examples: Class, Team, Shoulder, Family, Nation, Crowd

d) Concrete Noun is the name of things that can be touched or seen.

Examples: Sun, Moon, Girl, Boy, Star

e) Abstract Noun is the name of quality, action, or state.

Examples: Liberty, Love, Friendship, Honesty, Freedom, Goodness

f) Countable Noun is the name of a thing that can be counted.

Examples: Chair, Book, Car, Table, Man, Woman

g) Uncountable Noun is the name of a thing that cannot be counted.

Examples: Sugar, Oil, Milk, Ice, Butter

2) Verb

A verb is a word that shows action (*runs, hits, and slide*) or state of being (*is, are, was, were, and am*).

3) Adjective

Adjective are a word describing noun. Adjectives are divided into four types namely:

a) Adjective of Quality: An adjective used to talk about the quality of person or things.

Examples: Foolish, Honest, Large, Wealthy fundamental, and so on.

b) Adjective of Quantity: An adjective used to talk about the quality of things.

Examples: Enough, Much, Little, No, Some, Any, etc

c) Adjective of Number: An adjective used to talk about the number of

person or things.

Examples: Seven, Eight, Any, Many, Few, Much, etc

d) Demonstrative Adjective: An adjective used to point out which person or things are meant.

Examples: That, This, These, Those, Such

4) Adverb

Adverb is a word used to end something to the meaning of a verb, and adjective, or another verb. Examples: Tasya is very beautiful.¹⁵

In conclusion, that there are two kinds of vocabulary. The first is grammatical words that are consisted by prepositions, conjunctions, determiners, and pronouns. The Second is content words that are consisted by noun, verb, adjectives and adverbs.

f. Noun and Adjective

1) Noun

Noun is used to identify a person or thing. The word thing used to mean anything that people can think of.¹⁶In other words, a noun is used as a subject or an object.¹⁷ Example: writer, house, and world. Noun also used as the object of a preposition. Noun can improve the synonym and antonym in vocabulary and can enlarge from one noun to another noun. The concluding from explanation above noun is used to indicate person,

¹⁵ Scott Thronbury, *How To Teach Vocabulary*, (England: Person Education Limited, 2002), p.4

¹⁶ Wren and Martin, *High English Grammar and Composition* (London: Hundred and Twenty Seventh Edition, 2000), P.5

¹⁷ Betty Schramper Azar, *Understanding and Using English Grammar* (U.S : Prentice Hall Regents, 2000), p. 263.

place, thing subject and object, and is subject or object in a sentence. Noun of antonym and synonym can enrich vocabulary and it also can develop from one word to another word, so it can be various word and meaning.

2) Adjective

Adjective is a word that describe about something. Adjective also a word is used with a noun to describe or pint out, the person, animal, place or thing which the noun names, or to tell the number or quantity, is called adjective. For example: lazy, small, and slow. In addition adjective is a word used to express the quality, quantity, number and to point out the person or thing. It modifies before the nouns. An adjective function is to answer one of these questions about a noun like: which one, what kind, how many, and whose.¹⁸ The concluding from explanation above adjective is used to express number, quantity and quality, and to express person or thing. The words are about synonym and antonym which is included in adjective and adjective in kinds of synonym and antonym.

2. Synonym and Antonym

a. Synonym

Synonym is the word with the same meaning as another. Synonyms means similar, commensurate, parallel, cognate, and have the same meaning. It's easier to say that synonyms are actually the same meaning of words. Synonym is part of vocabulary which used to improve the students in

¹⁸ Sharon Sorenson, *Webster's New World: Student Writing Handbook* (United State Wiley, 2010), .p.409

understanding the word so that easy to mastery can apply in process of learning such as: reading, writing, listening, and speaking. The term 'synonym' comes from a Greek word (Sunonumon) means having the same meaning.¹⁹ Synonyms are defined as expressions (can be words, phrases, or sentences) whose meaning is more or less the same as the meaning of other expressions. Expression (can be a word, phrase, or sentence) whose meaning is considered the opposite of the meaning of other expressions. Although synonyms have the same meaning, but the equation is only a semblance of meaning or less the same. So, even though the meaning is the same but still show differences, especially if associated with the use of the word in a sentence. Synonym is a word which has identical meaning is called a synonym. Synonym is the similarity of meaning.

Synonyms is a wide spread relation in the vocabulary of English, for which good evidence is provided by the many synonym dictionaries.²⁰The concluding on the explanation above that synonym is the words or phrase with the same or nearly the same meaning as another in the same language. In the table below, the examples of synonyms will be stated:

¹⁹ Jayanthi Dakhsina Murthy, *English Grammar Contemporary*, Revised Edition(US),p. 349

²⁰Howard Jackson, Etienne Ze' Ampela, *Word Meaning and Vocabulary* (London and New York: Cassel, 2000) p.92

Table II.1
Examples of Synonym

No	Synonym	
1.	Custom Shaking hands is a custom of the British.	Habit He has no bad habit
2.	Allow She allowed me to park my car in her compound.	Permit My father permitted me to read the letter.
3.	Cool A cool breeze was blowing.	Cold I cannot endure cold climate.
4.	Able I shall be able to help you when I get money.	Capable She is capable of teaching English to young children.
No	Synonym	
5.	Adapt We have to adapt ourselves to changing times.	Adopt I adopted a novel technique in teaching.
6.	Assent The president gave his assent to the bill.	Consent He expressed his consent to sell the house.
7.	Enough They have enough money to spend.	Sufficient He accumulated sufficient wealth to his daughter.
8.	Beautiful Syahrini is beautiful girl.	Pretty Syahrini has a pretty face.
9.	Bring Please bring me a book from the library!	Fetch Could you please fetch me a cool drink?
10.	Ceiling We have to get the ceiling of our house.	Roof I saw a bird on the roof of my house. ²¹

b. Antonym

Antonym a semantic relationship between two units of speech

²¹ Jayanthi Dakhsina Murthy, *English Grammar Contemporary*, Revised Edition(US),p. 409

where the meaning is to express the opposite, contradiction, or contrast of another word. Antonym is part of vocabulary which is used to improve the students' in understanding the word so that easy to mastery and can apply two sentences that differ in polarity like these are mutually contradictory.²²Antonyms come from ancient Greek (onoma) which means name and (anti) which means opposite. Literally is another name for another thing, antonyms are oppositions of meaning in lexical pairs that can be ranked. Antonym is the words that have meaning disagree with another words.²³

Antonym generally has regularity and can be properly identified. Antonyms are semantic relationship between two units of speech whose meaning expresses the opposite or contrast between one and the other. For examples, the word bad is an antonym to the word good, the word teacher is an antonym to the word student. Based on the explanations above that antonym is a word have opposite meaning or different in meaning. In the table below, the examples of antonyms will be stated:

Table II.2
Examples of Antonym

No	Antonym	
1.	On The television is on now.	Off The television is off now.
2.	Old Mr. Adam is an old man.	Young Mr. Adam is a young man.
3.	Wide The road is wide here.	Narrow The road is narrow here.
4.	Began	End

²² Charles W. Kreidler, *Introducing English Semantics* (London: Routledge, 2000), p.100

²³ Hendri Guntur Tarigan, *Pengantar Semantik* (Bandung: Angkasa,1990),p.36

5.	Began discussion today let's say Basmallah. Open Open the door!	End our meeting today let's say Hamdallah. Close Close your book!
No	Antonym	
6.	Thick My book is thick .	Thin Datuk maringgih is thin man.
7.	Go I go to school.	Comes Sahkrulkhan comes to Indonesia.
8.	Teach Miss. Kholijah techs Al-qur'an to all children muslim.	Learn Aisyah learns Al-qur'an from miss Kholijah.
9.	Agree I agree your argument.	Disagree I disagree your argument
10.	Clean My sister cleans my clothes.	Dirty My shoes dirty . ²⁴

c. Kinds of synonym and antonym

Synonym is words which have approximately the same meaning and may therefore be used in place of other words. Synonyms have the exact same meaning, while others have meanings that are nearly exact. What that in mind. They are kinds of synonyms, based on how similar the words meanings are:

1) Absolute Synonyms

Absolute synonyms are words that mean exactly the same thing; there is no difference in meaning. We can use absolute synonyms interchangeably; one synonym can replace another without changing the

²⁴ Jayanthi Dakhsina Murthy, *English Grammar Contemporary*, Revised Edition(US),p. 399

message.

Examples: Drink- Beverage

Insect-Bug

2) Partial Synonyms

Partial synonyms are words that mean almost the same thing, and the differences are only slight. What separates them can be a degree or amount, such as the difference between *good* and *excellent*, or one word can be a specific type of amore general word the way a *puppy* is still a *dog*. If replace a word with its partial synonym, the meaning changes a little, but the main message remains the same.

Examples: Run-Sprint

Big-Gigantic

3) Near Synonyms

Near synonyms are words that have different meanings, but their meanings are still relate. These words cannot be used interchangeably, if replace a word with a near synonym, the message becomes different. However, because they are relate, a near synonym could be a better and more accurate word choice that the original.

Examples: Hairy-Furry

Smart-Witty

Antonym is a word the opposite meaning. Antonym generally has regularity and can be properly identified. Antonym can be divided among into several kinds, which are categorized by the relationship between the

opposing words:

4) Gradable Antonym

Show a word pair that is at the opposite ends of a spectrum with some gradation between the two extremes.

Examples: Hot-Cold

High-Low

5) Complementary Antonym

Shows an either or relationship between opposite word pairs.

There are only two options, either true or false.

Examples: Dead- Alive

Exterior-Interior

6) Relational/ Converse Antonym

Shows a dependent relationship between word pairs. A word from the pair can't exist without the other.

Examples: Open- Close

Husband- Wife

B. Review of Related Findings

Previous related finding is used to support argument in this research. Besides, it is also used as reference and comparison the research with the other research. There have been some finding relate to this study. Some of them are:

The first, research is by Halwi, she was conducted the result can be seen that mean score of student in cycle I was 48.21 from 30 items, its mean that the students did not get English minimum score yet. In cycle II can be seen that the

mean score increase 56.50. The increasing score from 48.21 to 56.50 was 8.29, “t” calculate was – 22.5 with 45 degree freedom. The result of her research said that Using Antonym and Synonym can improve the students’ Vocabulary Mastery.²⁵

The second, research was conducted by Tarbun, the result of her research that the using synonyms and antonyms quizzes can improve the vocabulary of the first year students of SMAN 2 Tana Toraja. The score of the pre-test are generally very poor with the mean score was 45.80 while the score of the post-test are generally good with the mean score 84.68. It can be concluded that using synonyms and antonyms quizzes can improve students’ vocabulary because quiz is an activity with rules and element of fun so it is interesting to the students. The difference between the previous research and this research can be seen from the title and sample. Meanwhile, the similarities of the previous research and this research were using the same method.²⁶

The third, research was conducted by Apriawan, He is concluded that the result that synonym and antonym strategy was effective to improve students vocabulary mastery because the result of study in pre-test of control group 25.50, and for experimental group was 42.25. While score of post-test in control group was 45.50 and experimental group was 82.25. The result of analysis showed there was a significant difference in the vocabulary mastery between two groups. The researchers get the result of the research that synonyms and antonyms can

²⁵ Wirda Halwi, “*Improving V Grade Students’ Vocabulary Using Antonyms and Synonyms at SDN 116254 Ranto Jior*”(Institute for Islamic Studies Padangsidempuan,2020)p. 47.,<http://etd.uinsyahada.c.id/id/eprint/4355>

²⁶ Patricia Rahayu Tarbun, “*The Implementation of Synonyms and Antonyms Quizzes Word to Improve the Students; Vocabulary at SMAN 2 Tana Toraja*”. 2021.<https://repository.unibos.ac.id/indeks>.

effective to improve students' vocabulary mastery²⁷

The fourth, research was conducted by Gay, He is concluded that the result can be seen by the result indicate a considerable level of interest and proficiency among students in acquiring knowledge of synonyms and antonyms. The average score from synonyms and antonyms are 67.45(good category) and 73.72 (good category) respectively. Based on the result of the research synonyms and antonyms can analyzed to assess the vocabulary competence of fifth semester English education focusing on synonyms and antonyms is good category.²⁸

The fifth, research was conducted by Susanto, He is concluded the result can be seen by the increase in the average score from 33.09 to 86.95. The researcher get the result was teaching learning process by bingo and domino games gives the positive effect to improve the Students' Mastery of English Synonyms and Antonyms Using Bingo and Domino Games can help students to understand clearly and easily.²⁹

Based on the result of this research the researcher found the students antonyms and synonyms mastery was enough categories. This research was made to determine students' mastery in antonyms and synonyms. This research has differences from previous research, namely differences in variables, this research only focuses the students mastery in the antonyms and synonyms focuses about

²⁷ Angga Apriawan, "The Use of Synonyms Antonyms Approach to Improve Vocabulary Mastery of the Seventh Grade of SMP Nusa Bangsa".2018. [http://repository.unissula.ac.id/7163/1/FILE SKRIPSI ANGGA APRIAWAN 1-2.pdf](http://repository.unissula.ac.id/7163/1/FILE_SKRIPSI_ANGGA_APRIAWAN_1-2.pdf)

²⁸ Erwin Gay, "Evaluating Vocabulary Proficiency: A Synonyms and Antonyms Analysis of English Education Department Students at Muhammadiyah University of North Maluku".Journal Edulingua2, no 2(2022),<http://www.ejournal.ummu.ac.id/index.php/edu>.

²⁹ Bitha Pracandrea Ramadhani Susanto, "Improving Students' Mastery of English Synonyms and Antonyms Using Bingo and Domino Games":a classroom action research on the English grade students of SMPN 3 MAOS. (2020),<https://journal.unnes.ac.id/sju/index.php/ed>.

noun and adjective. It would know the information about the students' antonyms and synonyms mastery. The population and sample in this study are also different from previous research. This research is the same with previous research were using antonyms and synonyms, but the way it is applied in teaching students are different.

C. Hypothesis

The hypothesis of this research is: the students' antonyms and synonyms mastery of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan is in enough categories.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research was conducted at MTs ELL-FIRDAUS at Grade VII Cikampak. The location for at Jl. Riau KM.20.5 Cikampak Desa Rasau Kec. Torgamba Kab. Labuhanbatu Selatan Province of North Sumatera. This research started from October 2023 until finish.

B. Research Design

The kind of this research is descriptive quantitative. Descriptive study use in order to answer the research question in this research. Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. It is kind of method used in research based on analysis of data and this research used descriptive quantitative. The method of this research used quantitative method. Quantitative research is that the data collected numerically.

Based on the definition above, the researcher concluded that descriptive research is research that analysis or provides perceptions (descriptive) about situations or events systematically, so that it is easier to know and conclude. This method used to describe students' mastery in the antonyms and synonyms. This result written words form descriptive data from the subject and observable behavior. Students' mastery in the antonyms and synonyms is analyzed numerically by mean score

C. Population and Sample

1. Population

In this research the population is from single class of students at grade VII of MTs ELL-FIRDAUS are population. Where is the seventh grade consist 30 students. It means that the population is the entire subject the research that is very important in doing research. Students at grade VII IN MTs ELL-FIRDAUS is one class. It can be seen in the following table:

Table III.1
Population of the Research

No	Class	Total of Students
1	VII	30

2. Sample

In this research, the samples was all the grade VII of MTs ELL-FIRDAUS and an English teacher. The researcher selected the sample by using total sampling technique. Total sampling technique is a sampling technique where the number of samples is the same of the population.³⁰The selection is based on population because the population is one hundred less, it is better to taking the whole population as the sample. So total of sample of this research were 30 students. It can be seen from the table follow:

Table III.2
Sample of Research

No	Class	Total
1	VII	30

³⁰ Muhyi, Muhammad, Buana, Adi, et all *Metodologi penelitian*, ed.Dr.Liknin nugraheni (Surabaya: adi buana university press,n.d).

D. The Research Instrument

Research instrument is as a tool or media that used to get the data. This research used test as instruments to collecting the data. Test is some of question to get information that pointed understanding vocabulary. Appropriate with the instrument of this research, the researcher wants to know of the students' antonyms and synonyms mastery of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan. In this research, researcher gives test about antonyms and synonyms. The researcher gives the question to the students in from multiple choices. The indicators are antonyms and synonyms in simple sentence. The indicators of antonyms are twenty five items, and synonyms are twenty five items. The total items are fifty questions. Every questions have scores two. It means that if all the answer is correct the totality score for this test is one hundred.

Table III.3
Indicator Questions

No	Aspect	Sub Aspect	Items	Total Items	Score	Total Score
1	The students are able to master antonym	Noun	1,8,16	3		6
		Adjective	2,3,4,5, 6,7,9,10 11,12,13, 14,15,17, 18,19,20, 21,22,23, 24,25	22		44
2.	The students are able to master synonym	Noun	2,6,11,15 17,20,22 24	8	1 item x 2 scores	16
		Adjective	1,3,4,5 7,8,9,10 12.13,14. 16,18,19 21,23,25	17		34
	Total			50	2	100

From the table III.3 it can concluded that the sub indicator antonyms using verb has three questions and antonyms using adjective has twenty two questions, synonyms using verb has eight questions and synonyms using adjective has seventeen questions. So the total is twenty five items then each item is multiplied by two so that the total score is one hundred.

E. Validity and Reliability of Research

1. The Validity

Validity is the important one measuring in a research process. Validity is important in all forms research and all types of test and measures in some situations, a test or instrument is used to make number different interpretation. According to Sugiyono, "Validity is the degree of accuracy between the data that that occurs in the object of research and the power that can be reported by researchers".³¹

In this research, the researcher used test as instrument. The researcher uses construct validity. Construct validity has traditionally been defined as the experimental demonstration that a test is measuring the construct it claims to be measuring. The validity of the items is used to determine whether a test is valid or not using the assessment of expert such as supervisor, lecturers, teacher, and people who have expertise in that field. So to validate the test the researcher used validator and asks the lecturer, and the examiner checks the questions one by one and then chooses the questions that she thinks are the test is valid. The questions that the researcher made and give to the validator are 60 questions

³¹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*, (Gegerkalong Hilir: bandung, 2014), p.177

and the validator is chosen 50 questions that are valid by the validator.

2. The Reliability

A good test should have high reliability besides having high validity. Item validity and reliability are aspect of instrument which based on the English lecture. The researcher will try to give the point view of this instrument can be used or still need to be improved of failed to be used. The reliability is the consistency and accuracy in scoring that would have resulted from the researched measure.

F. Technique of Data Collecting

Collecting data is a way to collect the data of the research. Collecting data is activities aim to collect good information to answer research questions that arise. The researcher used the techniques of collecting data as below:

1. The researcher prepared the test for the students' relate to the material antonym and synonym.
2. The researcher asked the students to write down their name and class on the paper of the test.
3. The researcher explained what the students need to do.
4. The researcher gave the test to the students.
5. The researcher gave the time to the students to answer the questions.
6. The researcher collected the students test paper
7. The researcher check the students answer of the test

G. Technique of Data Analysis

In this research, the researcher follows some steps:

1. Checking of the students answer.
2. Counting sum of the true or false from the students' answer.
3. Calculating the students score by using mean score formula.
4. Then, classifying students' mastery by using criteria of students range score.

To find out the mean score of students antonyms and synonyms mastery as follows:

Using mean score to analyze the test result.

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

The means of formula as:

M: Mean score (average)

N: Sum of respondents

X: Total of the result.³²

For scoring the students' antonyms and synonyms mastery from all components is divided into five criteria rating by following table below:

Table III.4
Criteria Score Interpretation

No	Score	Prediction	Criteria
1	80-100	A	Very Good
2	66-79	B	Good
3	56-65	C	Enough
4	40-55	D	Low
5	0-39	E	Fail

³² Syah Darwyan, *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press, 2009), p. 74.

After finding the mean scores of all students, it is consulted to the criteria as follows:

1. If the value of the mean score is 80 – 100, it can be categorized into Very good.
2. If the value of the mean score is 66 – 79, it can be categorized into Good.
3. If the value of the mean score is 56 – 65, it can be categorized into Enough.
4. If the value of the mean score is 40 – 55, it can be categorized into Low
5. If the value of the mean score is 0 – 39, it can be categorized into Very Fail.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discussed about the result of the research. The researcher was analyzed and calculated it and followed by testing a test. It would be explained as follow:

A. Research Findings

1. The students' mastery on antonyms and synonyms of the grade VII MTs Ell-Firdaus Cikampak- Labuhanbatu Selatan

This chapter talked about analyzing the collecting of data. The detail data of the finding is explained in this part. The result of the research discussed about the result that belongs to description of data, calculating, means score to get their whole result as general. The details description of data as follow:

To determine the level on the students' antonyms and synonyms mastery of the Grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan, the researchers come to the school and ask permission from the school to do this research. After obtaining permission, the researchers do the research in VII as the sample. Before giving the test, the researchers explain briefly about antonym and synonym and start to distribute the test to the students. The researcher asked the students to answer the test based on multiple choice tests. The total items of the test are 50, Whereas 25 for antonyms test and 25 for synonyms test. The score of a question were 2. Thus, the total score of the entire test were 100.

a. Test

To make understanding this research, it was described based on one variable. It was students' antonyms and synonyms mastery. It would be described further as follow result of identifying types of sentence. The researcher used test as an instrument to collect the data. It consisted of 2 indicators. They were antonyms using verb and adjective, and synonyms using verb and adjective. There are sub indicators for indicators such as students are able to master antonym, and students are able to master synonym.

Every single indicator has the same score. It is based on the difficult level category. After the students finished their test, the researcher corrected these results and gave score for each student. Then, the instrument had been given for the seventh grade students of MTs ELL-FIRDAUS Cikampak- Labuhanbatu Selatan, the score each of them could be seen in the table below:

Table IV.1
The students' antonyms and synonyms mastery

No	Initial	Score
1	AAF	64
2	ATA	84
3	ANN	56
4	AF	44
5	A	60
6	AA	44
7	AS	40
8	DA	70
9	DP	42
10	DR	64
11	DS	36
No	Initial	Score

12	DP	44
13	EA	48
14	FA	52
15	FC	66
16	FH	60
17	HH	92
18	MA	54
19	MKG	66
20	MPA	72
21	NC	80
22	NA	76
23	PN	54
24	PP	56
25	RS	48
26	R	72
27	RDA	68
28	RN	78
29	RP	34
30	WA	50
Total		1774
Mean Score		59.13

Based on the table IV.1, the total scores of the students' antonyms and synonyms mastery of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan test was 1.774. It can be seen that there were students initial AFF with the score 64, initial ATA with the score 84, initial ANN with the score 56, initial AF with the score 44, initial A with the score 60, initial AA with the score 44, initial AS with score 40, initial DA with score 70, initial DP with the score 42, initial DR with score 64, initial DS with the score 36, initial DP with the score 44, initial EA with score 48, initial FA with the score 52, initial FC with score 66, initial FH with score 60, initial HH with score 92, initial MA with score 54, initial MKG with score 66, initial MPA with score 72, initial NC with score 80, initial NA with score

76, initial PN with score 54, initial PP with score 56, and initial RS with score 48, initial R with score 72, initial RDA with score 68, initial RN with score 78, initial RP with score 34, initial WA with score 50.

From the explanation above the researcher gave the information who was students got 92 as the highest score and there were students who has 34 score as the lowest score. After obtaining the scores, these scores were used to determine the score of the quality as follow:

Table IV.2
The Quality Scores of the Students' Antonyms and Synonyms Mastery

No	Students Initial Name	Total Score	Quality Score
1	AAF	64	High
2	ATA	84	Very High
3	ANN	56	Enough
4	AF	44	Enough
5	A	60	Enough
6	AA	44	Enough
7	AS	40	Low
8	DA	70	High
9	DP	42	Low
10	DR	64	High
11	DS	36	Low
12	DP	44	Enough
13	EA	48	Enough
14	FA	52	Enough
15	FC	66	High
16	FH	60	Enough
No	Initial	Score	Quality Score
17	HH	92	Very High
18	MA	54	Enough
19	MKG	66	High
20	MPA	72	High
21	NC	80	High
22	NA	76	High
23	PN	54	Enough

24	PP	56	Enough
25	RS	48	Enough
26	R	72	High
27	RDA	68	High
28	RN	78	High
29	RP	34	Low
30	WA	50	Enough
Total		1.774	

Based on the table IV.2, it is clearly seen that quality scores the students' score in antonyms and synonyms mastery of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan is differently. There were some of students enough and many of students have high and very high. It means that the Students' antonyms and synonyms mastery of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan in 2022/2023 academic years is various.

From the table above, the researcher made conclusion that there were 4 students having low score, there were 13 students having enough score, there were 11 students having high score, and also there were 2 students having very high score. The total from the all of students was 30 students. After obtaining the highest and lowest scores, these scores were used to determine the score of the interval as follow:

Table IV.3
Interval class of students' scores in antonyms and
Synonyms mastery

No	Interval	Frequency
1	34-43	4
2	44-53	6
3	54-63	7
4	64-73	8
5	74-83	3

6	84-93	2
	I=10	30

Interval class of the students score in antonyms and synonyms mastery has explained by the researcher. After finding the mean score, median, modus, the highest score and the lowest score on the students' antonyms and synonyms mastery. The researcher made the explanation into specific explanation.

From the table IV.3, the researcher calculated that the total of class was 6 and the interval was obtained from the results of the range divided by the length of that is 64 divided by 6 then the result was 10. Then because the lowest score is 34, the interval starts from 34 with the length of class 10 being 43 so the first interval was 34-43, then the second interval starts from 44 plus 10 the result is 53 so the second interval was 44-53, the third interval starts from 54 plus 10 and the result is 63 so the third interval is 54-63, the fourth interval stars from 64 plus 10 and the result is 73 so the fourth interval is 64-73, then the fifth interval starts from 74 plus 10 the result is 83 so the fifth interval is 74-83, the last interval starts from 84 plus 10 and the result is 93 so the sixth interval is 84-93.

After knowing the interval, the researcher determines the frequency of the data. Frequency is taken from student score, the interval with the highest frequency is in the 64-73 interval with a frequency of 8 people, then the lowest frequency is in the 84-93 interval with a frequency of 2 people, the second highest frequency is in the 54-63 interval with a frequency of 7

people, after that the third highest frequency is in interval 44-53, namely with a frequency of 6, the next highest frequency is in the interval 34-43 with a frequency of 4 people, and the last interval 74-83 with a frequency of 3, so the total of frequency was 30.

After obtaining the interval and frequency, these scores were used to determine the score of the mid-point as follow:

Table IV.4
Mid-point of the students' scores in antonyms and synonyms mastery

No	Interval	Mid-Point	Frequency
1	34-43	38.5	4
2	44-53	48.5	6
3	54-63	58.5	7
4	64-73	68.5	8
5	74-83	78.5	3
6	84-93	88.5	2
I = 10			30

From the table IV.4, mid-point in interval 34-43 and frequency 4 is 38.5, mid-point in interval 44-53 and frequency 6 is 48.5, mid-point in interval 54-63 and frequency 7 is 58.5, mid-point in interval 64-73 and frequency 8 is 68.5, mid-point in interval 74-83 and frequency 3 is 78.5, and the last mid-point in interval 84-93 and frequency 2 is 88.5. After obtaining the interval, frequency and mid-point, these scores were used to determine the score of the percentage as follow:

Table IV.5
Percentages of students score in antonyms and synonyms mastery

No	Interval	Mid-Point	Frequency	Percentage
1	34-43	38.5	4	13.3%

2	44-53	48.5	6	20%
3	54-63	58.5	7	23.3%
4	64-73	68.5	8	26.7%
5	74-83	78.5	3	10%
6	84-93	88.5	2	6.7%
I = 10			30	100%

From the table IV.5, all score on antonyms and synonyms mastery has explained by the researcher. After finding the mean score, median, modus, the highest score, the lowest score, interval class, frequency, mid-point, and percentage on the students' antonyms and synonyms mastery. The researcher made the explanation into specific explanation. It can be concluded that there were 4 students in interval 34-43 with the mid-point 38.5 is 13.3%, there were 6 students in interval 44-53 with mid-point is 48.5 is 20%, there were 7 students in interval 54-63 with mid-point 58.5 is 23.3%, there were 8 students in interval 64-73 with mid-point 68.5 is 26.7%, there were 3 students in interval 74-83 with mid-point 78.5 is 10%, and the last there was 2 student in interval 84-93 with mid-point 88.5 is 6.7%. To categorize the level ability in identifying types of sentence, it could be seen as below:

Table IV.6
The students' percentages score in antonyms and
Synonyms mastery

No	Scores	Level of ability	Percentages scores
1	81-100	Very high	2(6.7%)
2	61-80	High	11(36.7%)
3	41-60	Enough	13(43.3%)
4	21-40	Low	4(13.3%)
5	0-20	Very low	0(0%)
Total			100%

From the table IV.6, after analyzing the students' result in antonyms and synonyms mastery of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan. It could be seen that 6.7% students were categorized as very high level category, 36.7% students were categorized as high levels consisting of 11 students, then 43.3% students were recognized as enough levels consisting of 13 students, 13.3% of students were consisting of 4 students were categorized in low level and, 0% of the student as very low levels category consisting of 0 student. After obtaining the percentages score, these scores were used to determine the variable of statistic score as follow:

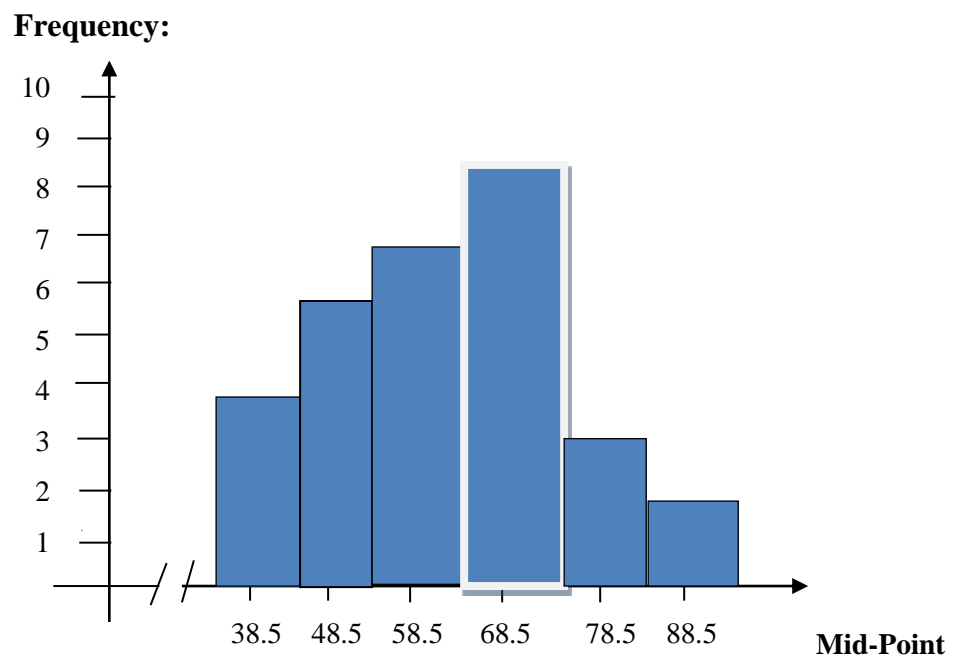
Table IV.7
Resume of Variable in Antonyms and
Synonym mastery

No	Statistic	Variable
1	Highest score	92
2	Lowest score	34
3	Range	58
4	Mean score	59
5	Median	57
6	Modus	65

Based on the table IV.7, it was known that the variable of the students' antonyms and synonyms mastery which followed by 30 students, based on the total number of sample the highest score was 92 and the lowest score was 34. The range score was 58, mean score was 59, median was 57 and modus was in 65. Based on data calculation mean score 59, the researcher concluded that the students' antonyms and synonyms mastery of

the grade VII MTs ELL-FIRDAUS Cikamapak-Labuhanbatu Selatan was “enough category”.

Figure IV. 1
Figure of Frequency and Mid-Point of Student Score



From the figure IV.1, it can be seen that the highest frequency is 8 with a mid-point of 68.5, the lowest frequency is 2 with a mid-point of 88.5, the second highest frequency is 7 with a mid- point of 58.5, the third highest frequency is 6 with a mid-point of 48.5, the next highest frequency is 4 with a mid-point 38.5, the last frequency is 3 with a mid-point 78.5.

2. The students' difficulties in mastery antonyms and synonyms of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan

To find out the students' difficulties in mastery antonyms and synonyms, the researcher looked at the students wrong from answers the test antonyms and synonyms. The researcher looked for questions that had a lot of wrong answers from students, so that the researcher knew which antonyms and synonyms question were difficult for the students.

Table IV.8
Total Correct and Incorrect Answer

No	Initial Students Name	Total of Correct Answers for Antonyms	Total of Correct Answers for Synonyms	Total of Incorrect Answers for Antonyms	Total of Incorrect Answers For Synonyms
1	AAF	18	14	7	11
2	ATA	23	19	2	6
3	ANN	14	14	11	11
4	AF	14	8	11	17
5	A	14	16	11	9
6	AA	12	10	13	15
7	AS	13	7	12	18
8	DA	20	15	5	10
9	DP	11	10	14	15
10	DR	17	15	8	10
11	DS	10	8	15	17
12	DP	11	11	14	14
13	EA	11	13	14	12
14	FA	15	11	10	14
15	FC	19	14	6	11
16	FH	14	16	11	9
17	HH	24	22	1	3
18	MA	17	10	8	15
19	MKG	18	15	7	10
20	MPA	19	17	6	8
21	NC	22	18	3	7
22	NA	21	17	4	8
23	PN	13	14	12	11

24	PP	15	13	10	12
25	RS	10	14	15	11
26	R	18	18	7	7
27	RDA	19	15	6	10
28	RN	20	19	5	6
29	RP	11	6	14	19
30	WA	14	11	11	14
No	Initial Students Name	Total of Correct Answers for Antonyms	Total of Correct Answers for Synonyms	Total of Incorrect Answers for Antonyms	Total of Incorrect Answers for Synonyms
	30 Students	477	410	273	340

From above it can be seen that students had the wrong answers the table in synonyms mastery, some students had more than 6 wrong answers for the synonyms test, only 1 person got 22 correct answers and 3 wrong answers on synonyms. Meanwhile, for antonyms only a few students had more than 6 incorrect answers on the antonyms test. So it can be conclude from this data that students have difficulty answering question about synonyms test.

B. Discussion

This research discussed about the students' antonyms and synonyms mastery of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan. The researcher want to know the students antonyms and synonyms mastery so, the researcher analyzed how is students' mastery on antonyms and synonym of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan. The researcher conducted a test to determine the level of students' mastery on antonyms and synonym. The test was that have been conducted by researcher.

The students who get low quality score is 4 students including RP with the score 34, DS with the score 36, AS with the score 40, DP with the score 42. The aspects or indicator that the researcher analyzed to know their students are able to master antonyms and synonyms, where there are 2 sub-indicators, namely noun and adjective for antonyms and synonyms. Each aspect has point or score and the researcher calculate it to get the last point score.

Based on the general result research of calculation, the researcher find out highest score was 92, the lowest score was 34, range score 58, mean score was 59.13, modus was 65 and median was 57. There were 6.7% of the students as very high levels categorized consisting of 2 students, 36.7% students were categorized as high levels consisting of 11 students, 43.3% students were categorized as enough levels consisting of 13 students, then 13.3% of students were consist of 4 students were categorized in low level, and 0% of the students as very low levels category consisting of 0 student. There were number of research have been done. Every single research had similarities and differences with this research. The researcher has written it briefly.

The first was thesis by Halwi this research focused to improve the students' vocabulary mastery using antonyms and synonyms. Based on the data presented, the researcher found those improving grade V students' vocabulary mastery using antonyms and synonyms in the cycle I mean score is 40.78 and cycle II the mean score is 67.31. The researcher found the difficulties were low in vocabulary mastery using antonyms and synonyms. Some students store less vocabulary so they were not able to communicate using English practically even

in simple utterance. From these data it can be concluded the students' vocabulary mastery using antonyms and synonyms is in the poor category, while based on this research, students' vocabulary mastery using antonyms and synonyms is in the enough category.³³

The similarities of Halwi's thesis is both of them discusses about vocabulary using antonyms and synonyms. Therefore the differences between them were the Halwi's research was the population and sample Halwi's used random sampling and then from Halwi's research thesis she used classroom action research but in this thesis the research descriptive quantitative research.

The second thesis made by Tarbun this research was pre- experiment research design, the objective in this study is to find out whether concept mapping strategy was able or not to increase students' vocabulary mastery. The source of data in this research was taken from 25 students of X IPS 1 in academic year 2021/2022. The researcher used the test as research instrument to collect the data to find out the use antonyms and synonyms quizzes. Therefore, the researcher concluded that there is a significant difference of the students' vocabulary mastery before and after treatment. It is provide by the result of T-test (7.441) is bigger than T- table (2.06). For the result it was found that the students of class X IPS 1 SMAN 2 Tana Toraja that using antonyms and synonyms quizzes are effective to improve the students vocabulary.³⁴

³³ Wirda Halwi, "*Improving V Grade Students' Vocabulary Using Antonyms and Synonyms at SDN 116254 Ranto Jior*"(Institute for Islamic Studies Padangsidempuan,2020)p. 47.,<http://etd.uinsyahada.c.id/id/eprint/4355>

³⁴ Patricia Rahayu Tarbun, "*The Implementation of Synonyms and Antonyms Quizzes Word to Improve the Students; Vocabulary at SMAN 2 Tana Toraja*". 2021.[https://:repository.unibos.ac.id/indeks](https://repository.unibos.ac.id/indeks)

The similarities of Tarbun is both of them explain about vocabulary mastery using antonym and synonym. While the difference between Tarbun with this research the sample and use experiment method but in this research the researcher use descriptive quantitative research.

The third was thesis from Apriawan. This research was quantitative research. It is categorized as a quasi-experimental design which discuss about the effectiveness of use synonym and antonym especially in adjective and noun in description text. The aim is to know the effectiveness use synonym and antonym to improve students' vocabulary mastery of the seventh grade students at SMP Nusa Bangsa Mranggen. The score of pre-test (control class) was 25.50 and the score of post-test was 45.50. But the score of pre-test (experimental class) was 42.25 and the score of post-test after being given a treatment and it was 82.25. It is concluded there was a significant effect strategy by using synonyms and antonym in learning vocabulary mastery. The researcher found the students seem like difficult to understand for the first time. It is caused that most of them have not known yet about the synonym and antonym of the words more. They only know the meaning for a word.³⁵

The similarities of Apriawan's thesis is both of them to know the students vocabulary mastery using synonym and antonym especially in adjective and noun sentence. While the differences between both of them are in the previous study a type of quantitative experiment design researches while the researcher now using quantitative with descriptive method.

³⁵ Angga Apriawan, "*The Use of Synonyms Antonyms Approach to Improve Vocabulary Mastery of the Seventh Grade of SMP Nusa Bangsa*".2018. [http://repository.unissula.ac.id/7163/1/FILE SKRIPSI ANGGA APRIAWAN 1-2.pdf](http://repository.unissula.ac.id/7163/1/FILE%20SKRIPSI%20ANGGA%20APRIAWAN%201-2.pdf)

The fourth was written by Gay in this research study aims to assess the vocabulary competence of fifth-semester English Education Department Students at Muhammadiyah University North Maluku, focusing on synonyms and antonyms. The average scores obtained for synonyms and antonyms were 67.45 (good category) and 73.72 (good category), respectively. This result indicates a considerable level of interest and proficiency among students in acquiring knowledge of synonyms and antonyms. While researcher found some students had an excellent understanding of synonyms and antonyms, others had a poor understanding. This research using qualitative descriptive method was employed, utilizing a test sheet as the primary instrument. Based on the data above, it can be concluded that analysis synonyms and antonyms of English Education Department Students at Muhammadiyah University of North Maluku was categorized into Good category.³⁶

The similarities both of them discuss about antonyms and synonym. While the difference both of them the test use essay test and the researcher know using multiple choice sentences. In the previous study using a type of qualitative descriptive research while the researcher now using quantitative with descriptive method.

The last was thesis from Susanto in this research was experimental design using quantitative research. In this research the researcher used statistical computation by using SPSS. Based on the result the treatment held in three meetings for each class and it consisted one meeting for pretest, three meetings for

³⁶ Erwin Gay, "Evaluating Vocabulary Proficiency: A Synonyms and Antonyms Analysis of English Education Department Students at Muhammadiyah University of North Maluku". *Journal Edulingua*2, no 2(2022), <http://www.ejournal.ummu.ac.id/index.php/edu>

treatment and one meeting for posttest. The instrument of the research was vocabulary multiple choice test. The objective of this research is to investigate to what extent bingo and domino games give their influence in teaching synonyms and antonyms to the junior high school students. The students mean score of the final post-test 78.45 was higher than that of the initial pre-test 40.35. It can be concluded that bingo and domino games gave good contribution to the improvement of the students' ability in mastering English synonyms and antonyms.³⁷

The similarities between the two are that discuss about antonyms and synonyms and the test was vocabulary multiple choice test. While the differences between both of them are the research sample is random sampling technique but in this research total sampling technique, and use quantitative method but in this research the researcher use descriptive quantitative research.

Based on the result, the researcher found that the students' mastery using antonyms and synonyms can improvement in mastering English. From before their student lack vocabulary and was in the low category, after using antonyms and synonyms in vocabulary lesson was in the enough category, and strengthened the results obtained by previous researchers that received a enough category.

C. The Threats of The Research

In this research, the writer believed that there were many threats. It started from the beginning of the title until the end of the research. This research was conducted in short time which made it far from perfection. While doing this

³⁷ Bitha Pracandrea Ramadhani Susanto, "Improving Students' Mastery of English Synonyms and Antonyms Using Bingo and Domino Games": a classroom action research on the English grade students of SMPN 3 MAOS. (2020), <https://journal.unnes.ac.id/sju/index.php/ed>.

research, there were so many threats of time because the students have many activities to do. Therefore, the researcher give medium time to students while do the test.

The researcher was aware that all the things would want to be searched but to get the excellent result from the research were the treats of the research. The researcher has searched this research. Finally, it has been done because the helping from the entire advisors, headmaster, and English teacher.

CHAPTER V

CLOSING

A. Conclusions

Based on the result done by researcher about students' antonyms and synonyms mastery the researcher gets the result after calculating the data analysis.

1. Students' mastery on antonyms and synonyms of the grade VII MTs Ell-Firdaus Cikampak-Labuhanbatu Selatan, the total of score of score students was 1.815 the mean score 59. It could be found from the value of the percentage from mean score gotten by students. It could be categorized into enough category. The students who get low quality score are 4 students. Students get enough quality score are 13 students, students who get high quality score are 11, students who get very high quality score are 2 students with the lowest score is 34 and highest score is 92.
2. The students' difficulties in antonyms and synonyms mastery of the grade VII MTs Ell-Firdaus Cikampak-Labuhanbatu Selatan. After treating the collecting data, the conclusion could be taken as the antonyms and synonyms mastery of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan could be categorized into **"enough category"**.

B. Implication

Implications are the direct result or consequences of the findings of a scientific research. The results of this research are about students antonyms and synonyms mastery of the grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu

Selatan. Based on the results of this research, students gave positive responses.

The results of this research are expected to provide benefits for:

1. Teacher

This research is provided for teachers to see how the students antonyms and synonyms mastery. The result of the students' antonyms and synonyms mastery can be an assessment for teacher to further improve the learning process that is good and suitable for students' circumstances.

2. Reader

This research will be useful for readers as a reference to determine students' antonyms and synonyms mastery, beside that reader can also use it as material to complete or re-explore related research again.

C. Suggestions

After take the conclusion, the researcher want to give the suggestion above the result of the research. It can be seen as bellow:

1. For the headmaster MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan the researcher expects the head master of MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan to become more active in controlling the process of teaching and learning that is done by the teachers especially English teachers. The researcher also expects the head master to encourage the teachers and students to complete all of the equipment they need in order to get the best quality of teaching and learning to make the successful.
2. For the English teacher, researcher hope the English teacher should present the language in an enjoyable and relaxed way. It could be done using antonyms

and synonyms. And to motivate the students' to improve their ability the English teacher should apply a method and variation to teach vocabulary inside the class by using antonyms and synonyms because it is provide that antonyms and synonyms are giving positive contributes to the students vocabulary.

3. For the students, the researcher expects the students to study hard and increase their motivation in enriching their vocabulary. When your techer explains about the material you should focused, listen if your teacher teaching, you can ask with your teacher if you don't understand about the material. So the students' can be mastery the four English skills as well.
4. The researcher suggest to another researcher to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher's material, knowledge and experience.

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APPENDIX 1

Instrument of Research Antonym and Synonym

Name :

Class :

Question

Instruction: Choose the suitable antonym for underline words by crossing (x) a, b,c

1. Dictionary it is very expensive
 - A. Cheap
 - B. Good
 - C. Interesting
2. Lake Toba is very deep and wide
 - A. Loose
 - B. Shallow
 - C. Narrow
3. I am not sick
 - A. Weak
 - B. Healthy
 - C. Strong
4. I have a friend
 - A. Neighbor
 - B. Partner
 - C. Enemy
5. I run so fast
 - A. Quick
 - B. Slow
 - C. Relax
6. It is easy to do
 - A. Simple
 - B. Ordinary
 - C. Difficult
7. He is tall
 - A. Short
 - B. Long
 - C. Huge
8. It is night
 - A. Dark
 - B. Day
 - C. Evening

9. This seems like a good hotel
A. Great
B. Bad
C. Brilliant
10. His clothes were wet
A. Moist
B. Smell
C. Dry
11. The English book is very thick
A. Thin
B. Little
C. Heavy
12. Aunt Sherly is young
A. Beautiful
B. Old
C. Fresh
13. The coffee is bitter
A. Salty
B. Sour
C. Sweet
14. Raffi Ahmad is very rich
A. Poor
B. Simple
C. Prosperous
15. It is hot outside
A. Cold
B. Warm
C. Breezy
16. My sister is very fat
A. Slim
B. Big
C. Tiny
17. She is afraid with spider
A. Brave
B. Great
C. Strong
18. My son is clever
A. Diligent
B. Smart

- C. Stupid
19. Your bedroom is very clean
A. Nice
B. Filthy
C. Dirty
20. My father is very humble
A. Snooty
B. Arrogant
C. cunning
21. She is ugly
A. Beautiful
B. Pretty
C. Bad
22. My school is very far from my house
A. Between
B. Beside
C. Near
23. Playing fire is very dangerous
A. Innocent
B. Safe
C. Harmful
24. Her stepmother is very cruel
A. Gentle
B. Vicious
C. Bad
25. My sister likes candy because it's sweet
A. Bitter
B. Sour
C. Salty

Instruction: Choose the suitable synonym for underline words by crossing (x) a, b,

c

1. Your house is so Clean
A. Clear
B. Dirty
C. Soiled
2. They are students
A. Adults
B. Pupils
C. Scholar

3. The cat is funny
 - A. Hilarious
 - B. Cute
 - C. Pretty
4. Thania is a very clever in the class
 - A. Brainy
 - B. Diligent
 - C. Lazy
5. My garden is very large
 - A. Narrow
 - B. Big
 - C. Small
6. This is my house
 - A. Place
 - B. Home
 - C. Villa
7. Kevin is laugh because he is very happy
 - A. Sad
 - B. Pleased
 - C. Proud
8. Ant is small animal
 - A. Pain
 - B. Fat
 - C. Tiny
9. Laura is a lazy student
 - A. Sleepy
 - B. Cold
 - C. Indolent

10. He feels cold
 - A. Hot
 - B. Chilly
 - C. Fever
11. The shape of the earth is round
 - A. World
 - B. Sun
 - C. Star
12. Mother is angry
 - A. Patient
 - B. Crazy

- C. Mad
13. It is easy to remember
- A. Difficult
 - B. Simple
 - C. Hard
14. Your bathroom is very dirty
- A. Soiled
 - B. Clear
 - C. Clean
15. It is two gifts
- A. Bomb
 - B. Punish
 - C. Present
16. He is very hungry
- A. Starving
 - B. Thirsty
 - C. Full
17. We live in the city
- A. Town
 - B. Shove
 - C. Lift
18. My son is polite child
- A. Arrogant
 - B. Humble
 - C. Naughty
19. The meatball very delicious
- A. Spicy
 - B. Tasty
 - C. Tasteless
20. It is night
- A. Day
 - B. Evening
 - C. Morning
21. His room is warm
- A. Cool
 - B. Hot
 - C. Comfortable
22. The child is playing in the park
- A. Toddler
 - B. Adult

C. Kid

23. My girl friend is very pretty

A. Ugly

B. Beautiful

C. Strange

24. He dreams of delicious food

A. Fantasy

B. Truly

C. Fact

25. The weather today is very hot

A. Burning

B. Bright

C. Overcast

Answer keys

Exercise on antonym

- | | | |
|-------|-------|-------|
| 1. A | 11. A | 21. A |
| 2. B | 12. B | 22. C |
| 3. B | 13. C | 23. B |
| 4. C | 14. A | 24. A |
| 5. B | 15. A | 25. A |
| 6. C | 16. A | |
| 7. A | 17. A | |
| 8. B | 18. C | |
| 9. B | 19. C | |
| 10. C | 20. B | |

Exercise on synonym

- | | | |
|-------|-------|-------|
| 1. C | 11. A | 21. A |
| 2. B | 12. C | 22. C |
| 3. A | 13. B | 23. B |
| 4. A | 14. A | 24. A |
| 5. B | 15. C | 25. A |
| 6. B | 16. A | |
| 7. B | 17. A | |
| 8. C | 18. C | |
| 9. C | 19. B | |
| 10. B | 20. B | |

SURAT PERNYATAAN VALIDASI INSTRUMENT PENELITIAN

TUGAS AKHIR SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama Validator : Fitri Rayani Siregar, M.Hum

Jabatan : Ketua Program Studi Tadris Bahasa Inggris

Menyatakan bahwa instrument penelitian atas nama mahasiswa:

Nama : Ika Priasty

Nim : 1920300078

Program Studi : Tadris Bahasa Inggris

Judul Penelitian : Analysis on the Students' Antonyms and Synonyms

Mastery of the Grade VII MTs ELL-FIRDAUS

Cikampak-Labuhanbatu Selatan

Setelah dilakukan kajian atas instrument penelitian dengan mempertimbangkan beberapa aspek diantaranya topic, soal, jumlah item dan model soal yang bervariasi sesuai dengan indikatornya. Instrument ini layak digunakan untuk penelitian dan dapat diujikan.

Demikian agar dapat digunakan sebagaimana mestinya.

Catatan Validator

1. Penulisan soal sesuai dengan tata cara penulisan grammar
2. Pilihan jawaban soal sejenis
3. Awalan penulisan huruf tidak dicampur antara huruf besar dan huruf kecil
4. Menuliskan direction pada soal yang akan di kerjakan
5. Soal nomor 1 untuk antonim salah karena tidak sesuai indikator karena menggunakan preposisi
6. Soal nomor 22 untuk antonim salah karena tidak sesuai indikator karena menggunakan adverb
7. Soal nomor 25 untuk antonim salah karena tidak sesuai indikator karena menggunakan adverb
8. Soal nomor 9 untuk sinonim salah karena tidak sesuai indikator karena menggunakan verb

Padangsidempuan, Desember 2023
Validator,

Fitri Rayani Siregar, M.Hum

**APPENDIX
STUDENTS' NAME AND INITIAL AT GRADE VII MTS EL-FIRDAUS
CIKAMPAK-**

LABUHANBATU SELATAN

NO	STUDENTS' NAME	INITIAL
1	AHMAD AULIA FADIL	AAF
2	AISYAH TIMA AZAHRA	ATA
3	AMIRA NUR NABILA	ANN
4	ALBAR FRISKY	AF
5	ANNISA	A
6	ANAY ALEXANDIRA	AA
7	ATYA SAHARA	AS
8	DEWI ARIMBI	DA
9	DENIS PRAYOGA	DP
10	DIMAS RAMADHAN	DR
11	DAVINZA SAPRIANTO	DS
12	DENDI PRATAMA	DP
13	ELYA AMALIA	EA
14	FAHRI ARDIAN	FA
15	FADIL CASTRO	FC
16	FAIDATUL HIMMA	FH
17	HALIDAZIA HASIBUAN	HH
18	MUHAMMAD ADLUL	MA
19	MUHAMMAD KHALIQ GIBRAN	MKG
20	MUHAMMAD PAISAL AZRI	MPA
21	NILAM CAHYA	NC
22	NURUL ATIQAHAH	NA
23	PIFY NUHRANI	PN
24	PADLI PRATAMA	PP
25	ROBI SETIAWAN	RS
26	RAMADHANI	R
27	RIRIN DWI ARIYANTI	RDA
28	RIMA NESTIA	RN
29	RADITYA PUTRA	RP
30	WIDI ARDANA	WA
TOTAL		30 STUDENTS

APPENDIX**STUDENTS' SCORE OF TEST ANTONYMS AND SYNONYMS
MASTERY OF THE GRADE VII MTS ELL-FIRDAUS
CIKAMPAK-LABUSEL**

No	Initial	Score
1	AAF	64
2	ATA	84
3	ANN	56
4	AF	44
5	A	60
6	AA	44
7	AS	40
8	DA	70
9	DP	42
10	DR	64
11	DS	36
12	DP	44
13	EA	48
14	FA	52
15	FC	66
16	FH	60
17	HH	92
18	MA	54
19	MKG	66
20	MPA	72
21	NC	80
22	NA	76
23	PN	54
24	PP	56
25	RS	48
26	R	72
27	RDA	68
28	RN	78
29	RP	34
30	WA	50
Highest Score		92
Lowest Score		34

APPENDIX

Result of the Test

1. The score of students' from low score to high score

34	36	40	42	44	44
44	48	48	50	52	54
54	56	56	60	60	64
64	66	66	68	70	72
72	76	78	80	84	92

2. High Score = 92

3. Low Score = 34

4. Range = High score – low score
 = 92-34
 = 58

5. Total of Class = $1+3.3 \log n$
 = $1 + 3.3 \log 30$
 = $1 + 3.3 \times 1.4$
 = $1 + 4.62$
 = $5.62 = 6$

6. Length of Class = $\frac{R}{K}$
 = $\frac{58}{6}$
 = $9.6 = 10$

7. Mean score

No	Interval	Fi	Xi	FiXi
1	34-43	4	38.5	154
2	44-53	6	48.5	291
3	54-63	7	58.5	409.5
4	64-73	8	68.5	548
5	74-83	3	78.5	236.5
6	84-93	2	88.5	177
		30		1.815

$$\begin{aligned}\text{Mean} &= (\bar{x}) = \frac{\sum x}{N} \\ (\bar{x}) &= 1.815 / 30 \\ &= 59.13\end{aligned}$$

8. Median

$$\begin{aligned}\text{Me} &= \frac{n}{2} \\ &= \frac{30}{2} \\ &= 15 \\ \text{Me} &= \text{tb} + \frac{\frac{n}{2} - Fk}{Fm} \times P \\ &= 53.5 + \frac{\frac{30}{2} - 10}{7} \times 10 \\ &= 53.5 + \frac{25}{7} \times 10 \\ &= 53.5 + 3.85 \\ &= 57.35\end{aligned}$$

9. Modus

$$\begin{aligned}\text{Mo} &= \text{Tb} + \frac{d1}{d1+d2} \times P \\ &= 63.5 + \frac{1}{1+5} \times 10 \\ &= 63.5 + \frac{10}{6} \\ &= 63.5 + 1.66 \\ &= 65.15\end{aligned}$$

APPENDIX

DOCUMENTATION

Picture 1 Giving Instruction to the students



Picture 2 Giving the test to the students



Picture 3 Collecting the students answers sheet



Picture 4 Checking the students answers test



CURRICULUM VITAE



A. Identify

Name : Ika Priasty
Nim : 1920300078
Place and Birthday : Teluk Panji, 14 Juli 2000
Gender : Female
Religion : Islam
Address : Teluk Panji, Kec. Kampung Rakyat,
Kab. Labuhanbatu Selatan

B. Parent

1. Fathers name : Joni Maswanto
2. Mother name : Asni

C. Educational Background

1. Elementary school : SD. Negeri 118391 Teluk Panji IV
2. Junior High School : MTs Darul Hikmah Padang Bulan
3. Senior High School : MAS ELL-FIRDAUS Cikampak
4. College : UINSYAHADA Padangsidimpuan



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23 November 2022

Fitri Rayani Siregar, M.Hum.

(Pembimbing I)

Zainuddin, S.S., M.Hum.

(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama : Ika Priasty
NIM : 19 203 00078
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Students' Vocabulary Mastery on Antonyms and Synonyms Use at Grade VII Mts ELL – FIRDAUS Cikampak – Labuhanbatu Selatan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.


Mengetahui


Dekan

Wakil Dekan Bidang Akademik

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23 November 2022

Fitri Rayani Siregar, M.Hum. (Pembimbing I)
Zainuddin, S.S.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.


Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi mahasiswa dibawah ini sebagai berikut:

Nama	: Ika Priasty
NIM	: 1920300078
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: Analysis on the Students' Antonyms and Synonyms Mastery of the Grade VII MTs ELL-FIRDAUS Cikampak-Labuhanbatu Selatan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
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Dan Kelembagaan



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18 Desember 2023

lampiran : -

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Penyelesaian Skripsi

a.n. Kepala MTs ELL-FIRDAUS Cikampak-LABUSEL

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ika Priasty

NIM : 1920300078

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Teluk Panji Kec. Kampung Rakyat Kab. Labusel

Sebagai Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **Analysis on the Students' Antonyms and Synonyms Mastery of the Grade VII MTs ELL-FIRDAUS Cikampak-LABUSEL**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



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