



**THE COMPARATIVE STUDY OF
STUDENTS' VOCABULARY MASTERY BETWEEN BOARDING SCHOOL
AND HIGH SCHOOL GRADUATION STUDENTS FOURTH SEMESTER
TBI STAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies (STAIN) Padangsidimpuan As a Partial
Fulfillment of Requirement for Degree of Islamic Educational
Scholar (S.Pd.I) in English Program*

Written by:

**ASWIDAH NUR
Reg. NO. 08 340 0047**

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN**

2014



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Written by:

ASWIDAH NUR
NIM. 08 340 0047

THE ADVISOR I

Ryflubi

Rayendriani Fahmey Lubis, M.Ag
NIP: 19710510 200003 2 001

THE ADVISOR II

Zainuddin, S.S, M.Hum
NIP: 19760610 200801 1 016

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN**

2014



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)
PADANGSIDIMPUAN

Sekretariat : Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan

Term : Munaqosyah

a.n. Aswidah nur

I Term : 5 (five) Exemplar

- Padangsidimpuan, 22 Mei 2013

To:

Bapak Ketua STAIN Padangsidimpuan

di-

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Aswidah nur, entitle "THE COMPARATIVE STUDY BETWEEN BOARDING SCHOOL AND HIGH SCHOOL GRADUATION STUDENTS' VOCABULARY MASTERY AT TBI FOURTH SEMESTER STAIN PADANG SIDIMPUAN ". We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), department of education in STAIN Padangsidimpuan.

Therefore, we hoped that she could be to defend her thesis in Munaqosyah.

That's all and thank you for your attention.

Wssalamu'alaikum Wr. Wb.

Advisor I

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Advisor II

Zainuddin, S.S., M.Hum
NIP.19760610 200801 1 016

DECLARATION OF WRITING OWN THESIS

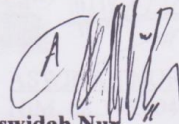
Name : ASWIDAH NUR
Registration number : 08 340 0047
Department / study program : Tarbiyah / TBI – 2
The title of thesis : The Comparative Study Between Boarding
School and High School Graduation
Students' Vocabulary Mastery at TBI Fourth
Semester STAIN Padangsidempuan

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Declaration Maker



Aswidah Nur
Reg. No. 08 3400047

SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertandatangan di bawah ini :

Nama : ASWIDAH NUR
Nim : 08 340 0047
Jurusan/ ProgranStudi : Tarbiyah/ TadrisBahasaInggris (TBI-1)
JudulSkripsi : THE COMPARATIVE STUDY BETWEEN BOARDING SCHOOL AND HIGH SCHOOL GRADUATION STUDENTS' VOCABULARY MASTERY AT TBI FOURTH SEMESTER STAIN PADANGSIDIMPUAN.

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ASWIDAH NUR
NIM. 08.340.0047

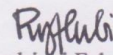
EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : ASWIDAH NUR
Reg. No. : 08 340 0047
Thesis : THE COMPARATIVE STUDY OF STUDENTS' VOCABULARY
MASTERY BETWEEN BOARDING SCHOOL AND HIGH
SCHOOL GRADUATION STUDENTS FOURTH SEMESTER
TBI STAIN PADANGSIDIMPUAN

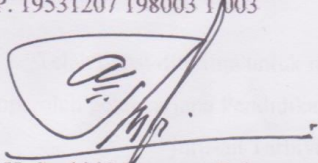
Chief 

Drs. H. Syahid Muammar Pulungan, SH
NIP. 19531207 198003 1 003

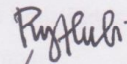
Secretary,



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Members, 

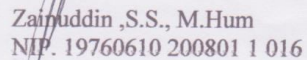
Drs. H. Syahid Muammar Pulungan, SH
NIP. 19531207 198003 1 003



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001



Eka Susti Harida, M.Pd
NIP. 19750917 200312 2 002



Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

Proposed:

Place : Padangsidimpuan
date : June, 04th 2013
Time : 09.00 AM until finish
Result/ Mark : 66.35/ C
Predicate : Very Good



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)
PADANGSIDIMPUAN

Alamat Jln Imam Bonjol Km 4,5 Telp (0634) 22080 Fax. 24022 Sihitan: Padangsisipuan 22733

PENGESAHAN

Judul Skripsi : THE COMPARATIVE STUDY BETWEEN BOARDING
SCHOOL AND HIGH SCHOOL GRADUATION
STUDENTS' VOCABULARY MASTERY AT TBI FOURTH
SEMESTER STAIN PADANGSIDIMPUAN

Ditulis Oleh : Aswidah Nur

NIM : 08 340 0047

Telah dapat diterima untuk memenuhi salah satu tugas dan syarat-syarat dalam memperoleh gelar sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tadris Bahasa Inggris jurusan Tarbiyah STAIN Padangsidimpun.

Padangsidimpun, 23 Oktober 2013

Ketua



Dr. H. Ibrahim Siregar, MCL
NIP. 19680704 200003 1 003

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In the name of Allah, the beneficent and the merciful

Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers'.

This thesis is presented to the English Education Study Program of the State Collage for Islamic Studies Padangsidimpuan (STAIN PADANGSIDIMPUAN) as partial fulfillment of the requirement for degree of strata I (S1).

This thesis can't be completed without a great deal of help from many people, they are:

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3. Zainuddin, S.S. M. Hum., as the second advisor.
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5. Mrs. Hj. Zulhimma, S.Ag., M.Pd., the dean of Tarbiyah Faculty.

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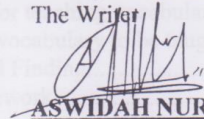
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 7. All lecturers and staff in English Department who had give their valuable, advice, and cooperative.
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Padangsidimpuan, 22 MEI 2013

The Writer



ASWIDAH NUR

Reg. No. 08 340 0047

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Name : ASWIDAH NUR
Nim : 08 340 0047
Section : Tarbiyah/English Program (TBI)
Title : **“THE COMPARATIVE STUDY OF STUDENTS’ VOCABULARY MASTERY BETWEEN BOARDING SCHOOL AND HIGH SCHOOL GRADUATION STUDENTS FOURTH SEMESTER TBI STAIN PADANGSIDIMPUAN”**

ABSTRACT

This research discussed about the comparative study between boarding school and high school graduation students’ vocabulary mastery at TBI fourth semester STAIN padangsidimpuan. The researcher formulated the problems: is there any difference between boarding school and high school graduation students’ vocabulary mastery?.

The research was conducted by quantitative by using statistics method. The population of this researches was all of TBI students fourth semester Stain Padangsidimpuan, The total of population was 135 students. Than the sampel of the research was 30 students.

After calculating the data there is differences between boarding school and high school graduation students where, the students vocabulary in boarding school can be seen in means of it is 73,66 and the students ability of vocabulary in high school graduation can be seen in means of it is 64,13. So that, the hypotesis was accepted. It was concluded that there was the different between boarding school graduation students and high school graduation students vocabulary mastery at TBI fourth semester Stain Padangsidimpuan.

Appendix 1

THE RESEARCH INSTRUMENT OF VOCABULARY MASTERY

A. Introduction

1. The instrument is used to find out the student's abilities in vocabulary mastery. So, do by your self
2. Your answer will not influence your position in this campus
3. Your answer will be kept for its confidentiality

B. Guideline

1. Read carefully!
2. If you have a question, ask to the researcher
3. Choose the correct answer by your self
4. Time is given for 60 minutes only

Name :

Class :

C. The Questions

1. Unemployed, impossible, disloyal, disagree and uncanny are a group of word.

The group belongs to

- a. Prefix
- b. Suffix
- c. Affix
- d. Infix

2. Fail becomes failure and mix becomes mixture are the kinds of suffixes. The changes come from

- a. Adjective to noun
- b. Noun to noun
- c. Verb to noun
- d. Noun to verb

3. Which words below is synonym?

- a. See - look
- b. Walk - sit
- c. Hear - tell
- d. Eat - drink

4. The word below are antonym, *except*

- a. Clever - stupid
- b. Come - go
- c. Good - bad
- d. Beautiful - pretty

5. You have to lie down. Don't lie. Tell the truth.

The underline word blongs to

- a. Suffix
- b. Homonym
- c. Prefix
- d. Synonym

6. Which group below include in prefixes?

- a. Impolite, dangerous, mainly
- b. Impossible, driver, worker
- c. Disagree, uncanny, impolite
- d. Disagree, driver, reader

7. Which group below includes suffixes?

- a. Discredit, unlucky, manly
- b. Slowly, hopeful, uncanny
- c. Mainly, slowly, hopefully
- d. Valuable, discredit, discard

8. The synonym of word *good* is

- a. Bad
- b. Feel
- c. Fine
- d. Like

9. Which word below is antonym?

- a. Beautiful - pretty
- b. Beautiful - ugly
- c. Good - fine
- d. Small - tiny

10. The fly brings the illness for us. The planes fly on the sky.

Which word of the sentence above belongs to homonym?

- a. Plane
- b. Illness
- c. Fly
- d. Sky

11. Illegal, undamaged, unkind, irregular are the examples of
- a. Suffixes
 - b. Prefixes
 - c. Affixes
 - d. Infixes
12. Suffix can be made from adjective to noun such
- a. Dark - darkness
 - b. Fail - failure
 - c. Good - goodness
 - d. Kind - kindness
13. The word below is synonym, *except*
- a. Bad - not good
 - b. Walk - run
 - c. Hear - listen
 - d. Know - understand
14. The words below are antonym, *except*
- a. Beach - coast
 - b. Diligent - clever
 - c. Beach - gulf
 - d. Ill - sick
15. Which word below belongs to homonym?
- a. Fire, book and ill
 - b. Can, lie and fine
 - c. Buy, fire and book
 - d. Wife, knife and buy
16. The part of speech below can be made in prefixes from, *except*

- a. Verb
- b. Noun
- c. Adjective
- d. Adverb

17. Suffix can be made from adjective to noun such

- a. Fail - failure
- b. Marry - marriage
- c. Carry - carriage
- d. Dark - darkness

18. The synonym of like is

- a. Love
- b. Need
- c. Hate
- d. Laugh

19. The antonym of word *happy* is

- a. Like
- b. Want
- c. Cheerful
- d. Sad

20. Which word below belongs to homonym?

- a. Can, lie and fine
- b. Can, lie and fly
- c. Fire, can and ill
- d. Good, mood and knife

21. Mostly prefixes are made to form

- a. Negative
- c. Possessive

b. Imperative

d. Intensive

22. The groups of word which belong to suffixes are

a. Slowly, uncanny, marriage

c. Unlucky, marriage, carriage

b. Carriage, disagree, unlucky

d. Marriage, carriage, slowly

23. The synonym of word *happy* is

a. Sad

c. Like

b. Want

d. Cheerful

24. The antonym of word *near* is

a. Close

c. Far

b. Little

d. Big

25. The words below are homonym, *except*

a. Fly, buy and toy

c. Fly, buy and can

b. Fire, can and book

d. Lie, fly and book

26. *Discredit* is one kind of prefix. The meaning of the word after getting negative is

a. Damage the good reputation

c. To reduce the price

- b. The good reputation d. Refuse to believe
27. The suffix below is adjective, *except*
- a. Package c. Goodness
- b. Darkness d. Happiness
28. Which word below is synonym?
- a. Like - dislike c. Agree - disagree
- b. Hear - tell d. Sure - confident
29. The antonym of word *clever* is
- a. Diligent c. Stupid
- b. Smart d. Foolish
30. The words below are homonym, *except*
- a. Buy, fire and lie c. Fire, buy and can
- b. Fire, must and book d. Lie, fly and book
31. Which group of the prefixes below which belong to noun?
- a. Unkind, unlucky, impolite c. Disagree, unforgotten, uncanny
- b. Illegal, irregular, disagree d. Discredit, discount, unemployment

32. Suffix -er is added to verb will change the function of verb become

- a. Noun
- b. Possessive
- c. Adjective
- d. Adverb

33. The word below is synonym, *except*

- a. Happy - cheerful
- b. Ill - sick
- c. Like - dislike
- d. Sure - confidence

34. The antonym of word *love* is

- a. Want
- b. Like
- c. Hate
- d. Need

35. I want to book the restaurant of this hotel for my son's birthday.

Which sentence below has homonym to underline word of the sentence above?

- a. They book room 223
- b. We will book for them tomorrow
- c. I buy some book
- d. My father does not book it

36. The groups of word which belong to adjectives are

a. Discredit, discount, unemployment

b. Illegal, irregular, disagree

c. Disagree, unforgotten, uncanny

d. Illegal, unforgotten, unkind

37. Fright - frighten, length - lengthen, the adding of suffixes change the function word become

a. Noun to adjective

c. Adjective to noun

b. Noun to verb

d. Adjective to adverb

38. Which word below is synonym?

a. Go - come

c. Arrival - departure

b. Tired - weary

d. Tired - relax

39. The word below are antonym, *except*

a. Economic - luxury

c. Expensive - cheap

b. Listen - speak

d. Beach - coast

40. Which word below belongs to homonym?

- a. Word, short and ford c. Buy, fire and book
b. Mine, kind and fine d. Wife, knife and buy

41. The groups of word which belong to verb are

- a. Illegal, irregular, disagree c. Discard, discontinue, discredit
b. Illegal, irregular, unkind d. Disagree, unforgotten, uncanny

42. The groups of words which belong to noun are

- a. Frighten, morality, activity c. Morality, activity, honesty
b. Lengthen, frighten, classify d. Classify, frighten, morality

43. Which word below is synonym?

- a. Like - dislike c. Hear - tell
b. Ugly - bad d. Good - bad

44. Which word below is antonym?

- a. Economic - cheap c. Beach - coast
b. Listen - hear d. Expensive - cheap

45. The words below are homonym, *except*

- a. Mine, kind and fine c. Fire, buy and can
b. Fire, buy and book d. Lie, fly and fire

46. Disbelieve is one kind of prefix. The meaning of the word after getting negative is

- a. A strong believencess c. Achieve to believe
b. Refuse to believe d. Loss of reputation or respect

47. The groups of word which belong to verb are

- a. Classify, frighten, beautify c. Frighten, morality, activity
b. Morality, activity, honesty d. Classify, frighten, morality

48. Which word below is synonym?

- a. Beautiful - pretty c. Clever - stupid
b. Go - come d. Hear - tell

49. The word below are antonym, *except*

- a. Look - see c. Tired - weary
b. Win - lose d. Dead - alive

50. Which word below belongs to homonym?

- a. Word, short and ford
- b. Mine, kind and fine
- c. Buy, book and toy
- d. Book, can and fire

51. Suffix can be made from verb to noun such

- a. Act - actor
- b. Advise - advice
- c. Class – classify
- d. Memory - memorize

52. Suffix can be made from noun to verb such

- a. Believe - belief
- b. Bag - bagger
- c. Fail – failure
- d. Rob - robbery

53. The synonym of word *aid* is

- a. Cruel
- b. Help
- c. Bad
- d. Give

54. The synonym of word *dull* is

- a. Busy
- b. Smart
- c. Diligent
- d. Lazy

55. The word below are synonym, *except*

- a. Rise - come
- b. Free - independent

b. Smart - diligent

d. Like - dislike

56. Suffix *-ness* is added to adjective will change the function of adjective become

a. Noun

c. Verb

b. Adjective

d. Adverb

57. Which group of the prefixes below which belong to noun

a. Discredit, discount, unemployment

b. Disagree, unforgotten, uncanny

c. Unkind, unlucky, impolite

d. Illegal, irregular, disagree

58. The word below are antonym, *except*

a. Friend - enemy

c. Rise - set

b. Listen - speak

d. Habit - custom

59. The antonym of word *attack* is

a. Like

c. Defend

b. Push

d. Help

Appendix II

KEYS ANSWER

1. A	21. A	41. C
2. C	22. D	42. C
3. A	23. D	43. B
4. A	24. C	44. D
5. B	25. A	45. A
6. C	26. A	46. B
7. C	27. A	47. A
8. C	28. D	48. A
9. B	29. C	49. A
10. C	30. B	50. D
11. B	31. D	51. A
12. B	32. A	52. A
13. B	33. C	53. B
14. C	34. C	54. D
15. C	35. C	55. C
16. D	36. D	56. A
17. D	37. B	57. B
18. A	38. B	58. D
19. D	39. D	59. C
20. B	40. C	60. D

Appendix III

Multiple Choice Tests

Item 1

$$\sum x = 19$$

$$(\sum x)^2 = 361$$

$$\sum y = 990$$

$$N = 30$$

$$\sum xy = 53$$

$$r_{xy} = \frac{30 \cdot 513 - (19)(990)}{\sqrt{\{30 \cdot 19 - 361\} - \{30 \cdot 46092 - 980100\}}}$$

$$r_{xy} = \frac{15390 - 18810}{\sqrt{30 \cdot 19 (631) - (980100)}}$$

$$r_{xy} = \frac{-3420}{\sqrt{\{209\} (1382700 - 980100)}}$$

$$r_{xy} = \frac{-3420}{\sqrt{(209)(402600)}}$$

$$r_{xy} = \frac{-3420}{84143400}$$

$$r_{xy} = 0,004$$

$r_{xy} - 0,004 > r_{table} 0,361$ it means that test number 1 was invalid.

Item 2

$$\sum x = 10$$

$$(\sum y)^2 = 100$$

$$\sum y = 990$$

$$N = 30$$

$$\sum xy = 9900$$

$$r_{xy} = \frac{30 \cdot 9900 - (10)(990)}{\sqrt{\{30 \cdot 10 - (100)\} - \{30 \cdot 46090 - (98010)\}}}$$

$$r_{xy} = \frac{297000 - 9900}{\sqrt{(200)(138270 - 98010)}}$$

$$r_{xy} = \frac{287100}{\sqrt{(200)(4026)}}$$

$$r_{xy} = \frac{287100}{805200}$$

$$r_{xy} = 0,3665$$

$r_{xy} = 0,3665$ $r_{table} = 0,361$ it means that test number 2 was valid.

- a. Clever - stupid
- b. Good - bad
- c. Come - go
- d. Beautiful - pretty

4. You have to lie down. Don't lie. Tell the truth.

The underline word belongs to

- c. Suffix
- c. Prefix
- d. Homonym
- d. Synonym

5. The synonym of word *good* is

- c. Bad
- c. Fine
- d. Feel
- d. Like

6. Which word below is antonym?

- c. Beautiful - pretty
- c. Good - fine
- d. Beautiful - ugly
- d. Small - tiny

7. The fly brings the illness for us. The planes fly on the sky.

Which word of the sentence above belongs to homonym?

- c. Plane
- c. Fly
- d. Illness
- d. Sky

8. Illegal, undamaged, unkind, irregular are the examples of

c. Suffixes

c. Affixes -

d. Prefixes

d. Infixes

9. Suffix can be made from adjective to noun such

c. Dark - darkness

c. Good - goodness

d. Fail - failure

d. Kind - kindness

10. The word below is synonym, *except*

c. Bad - not good

c. Hear - listen

d. Walk- rune

d. Know - understand

11. The words below are antonym, *except*

c. Beach - coast

c. Beach - gulf

d. Diligent - clever

d. Ill - sick

12. Which word below belongs to homonym?

c. Fire, book and ill

c. Buy, fire and book

d. Can, lie and fine

d. Wife, knife and buy

13. The part of speech below can be made in prefixes from, *except*

- c. Package
- d. Darkness
- c. Goodness
- d. Happiness -

24. Which word below is synonym?

- c. Like - dislike
- d. Hear - tell
- c. Agree - disagree
- d. Sure - confident

25. The antonym of word *clever* is

- c. Diligent
- d. Smart
- c. Stupid
- d. Foolish

26. The words below are homonym, *except*

- c. Buy, fire and lie
- d. Fire, must and book
- c. Fire, buy and can
- d. Lie, fly and book

27. Which group of the prefixes below which belong to noun?

- c. Unkind, unlucky, impolite
- d. Illegal, irregular, disagree
- c. Disagree, unforgotten, uncanny
- d. Discredit, discount, unemployment

28. Suffix *-er* is added to verb will change the function of verb become

- c. Noun
- c. Adjective

- a. Noun to adjective
- b. Noun to verb
- c. Adjective to noun
- d. Adjective to adverb

33. Which word below is synonym?

- a. Go - come
- b. Tired - weary
- c. Arrival - departure
- d. Tired - relax

34. The word below are antonym, *except*

- a. Economic - luxury
- b. Listen - speak
- c. Expensive - cheap
- d. Beach - coast

35. The groups of words which belong to noun are

- a. Frighten, morality, activity
- b. Lengthen, frighten, classify
- c. Morality, activity, honesty
- d. Classify, frighten, morality

36. Which word below is synonym?

- a. Like - dislike
- b. Ugly - bad
- c. Hear - tell
- d. Good - bad

37. Which word below is antonym?

- a. Word, short and ford
- b. Mine, kind and fine
- c. Buy, book and toy
- d. Book, can and fire

43. Suffix can be made from verb to noun such

- a. Act - actor
- b. Advise - advice
- c. Class - classify
- d. Memory - memorize

44. The synonym of word *aid* is

- a. Cruel
- b. Help
- c. Bad
- d. Give

45. The synonym of word *dull* is

- a. Busy
- b. Smart
- c. Diligent
- d. Lazy

46. The word below are synonym, *except*

- a. Rise - come
- b. Smart - diligent
- c. Free - independent
- d. Like - dislike

47. Suffix *-ness* is added to adjective will change the function of adjective become

- a. Noun
- b. Adjective
- c. Verb
- d. Adverb

48. Which group of the prefixes below which belong to noun

- a. Discredit, discount, unemployment
- b. Disagree, unforgotten, uncanny
- c. Unkind, unlucky, impolite
- d. Illegal, irregular, disagree

49. The word below are antonym, *except*

- a. Friend - enemy
- b. Listen - speak
- c. Rise - set
- d. Habit - custom

50. The antonym of word *attack* is

- a. Like
- b. Push
- c. Defend
- d. Help

Appendix V. KEYS ANSWER

- | | |
|-------|-------|
| 1. C | 26. B |
| 2. A | 27. D |
| 3. A | 28. A |
| 4. B | 29. C |
| 5. C | 30. C |
| 6. B | 31. C |
| 7. C | 32. B |
| 8. B | 33. B |
| 9. B | 34. D |
| 10. B | 35. C |
| 11. C | 36. B |
| 12. C | 37. D |
| 13. D | 38. A |
| 14. D | 39. B |
| 15. A | 40. A |
| 16. D | 41. A |
| 17. B | 42. D |
| 18. A | 43. A |
| 19. D | 44. B |
| 20. C | 45. D |
| 21. A | 46. C |
| 22. A | 47. A |
| 23. A | 48. B |
| 24. D | 49. D |
| 25. C | 50. C |

APPENDIX VI

The result of boarding school graduation students

No	Initial name	Score
1	AX	80
2	AC	76
3	AH	72
4	BA	72
5	EF	76
6	NHW	68
7	KM	72
8	MJ	76
9	NI	68
10	RA	74
11	RM	72
12	RA	68
13	RS	80
14	SR	76
15	UM	76
	total	1106

APPENDIX VII

The result of high school graduation students

No	Initial name	Score
1	CH	70
2	NH	60
3	RG	62
4	RF	60
5	DH	62
6	AF	60
7	MN	62
8	OP	62
9	KN	72
10	UM	60
11	NJ	74
12	FN	74
13	FL	66
14	SR	66
15	MI	52
	Total	962

CURRICULUM VITAE

Name : Aswidah nur
Registration Student Number : 08 340 0047
Place/Date of Birthday : Pasaman barat/ 10 Agust 1989
Sex : Female
Address : Sawah mudik,Pasaman barat
Father's Name : Edwar Nasution
Mother's Name : Rosmilan Matondang
Educational Backgroud
Primary School : SDN 07 Ranah Batahan
Junior High School : SMP N 1 Ranah Batahan
Senior High School : MAiB Ranah Batahan
Institute : STAIN PADANG SIDIMPUAN

CHAPTER I

INTRODUCTION

A. Background of the Problem

h SWT said in Holy – Qur’an (Q.S : Al – Baqarah : 31) .

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي
بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning : “ And He taught Adam the names (of everything), then He showed
to Angels and said : “Tell Me the names of these if you truthful“.¹

¹ Muhammad Muhsin Khan, *The Noble Qur’an in the English Language* (Saudi Arabia : Islamic UnivOur country, like other countries also treats English as a compulsory subject in school. It has been thought from junior high school up to the university level. It is one of the most important subjects that should be mastered by students. It means that if the students are not able to master it they will get difficulties in their study. It can be from the instruction of our government especially for students of junior high school and senior high school.

Vocabulary is one of language skill elements has an important role for language learner in learning foreign language. Teacher teaches students how to use vocabulary to convey their ideas, feeling, and knowledge. It also means that

From above verse told us that first, Allah SWT taught Adam as the names (of everything). Allah SWT taught Adam as by Angle. Angle taught Adam as about

teaching listening, speaking, reading and writing cannot be separated from teaching.

According to explanation above, it shows that how important mastering vocabulary is, teaching learning vocabulary has special meaning in every level of education. In each level education, every student should master as many words as they can. Therefore, teaching vocabulary in each level of education in Indonesia still has many problems. This problem also occurs in STAIN Padangsidimpuan.

The researcher sees that in TBI Fourth semester students' achievement in English especially in vocabulary is very good. This researcher shows it from their vocabulary value.

Related to the factor above, the writer tries to compare the students themselves in order to seek the most significant influenced. She tries to compare the students graduated. They are boarding school and senior high school, because the writer believes that both graduates are different in teaching learning process in their early school. English in boarding school is manipulated to the specific purpose while English in senior high school tend to be manipulated to the general purpose. And also from their environment, boarding schools students generally are controlled while in senior high school tend to be free.

names of Angles and family of Adam as. Then Allah SWT asked to Angle about the names studied by Adam. Then Angle said to They (Adam) : “those things and its names”. After those Allah SWT said to Adam as “Told Me the names of these if you truthful“.

Based on the above explanation the writer gets interested in doing a research about: "THE COMPARATIVE STUDY BETWEEN BOARDING SCHOOL AND HIGH SCHOOL GRADUATION STUDENTS' VOCABULARY MASTERY AT TBI FOURTH SEMESTER STAIN PADANGSIDIMPUAN".

B. The Identification of the Problems

Based on the above background of the problem, here the researcher identifies problem like there were TBI fourth semester students of STAIN Padangsidimpuan came from many graduations, but the researcher would like to know the ability of the students' fourth semester English educational study program.

C. The Limitation of the Problem

Based on the above identification of the problem, here the researcher limits the problem like finding out the comparative study between both boarding school and high school students' vocabulary mastery at TBI fourth semester STAIN Padangsidimpuan

D. The Formulation of the Problem

The formulation of the problem as follows” is there any difference between boarding school and high school graduation students on vocabulary mastery?”

E. The Purpose of the Research

Based on the formulation of the problem above, so the purpose of the research is to find out the difference between boarding school and high school graduation students on vocabulary mastery

F. The Significances of the Research

The result of research expected to be useful for:

1. To the principle of TBI as supervisor to supervise the vocabulary learning.
2. To the lecturer, to find out the suitable methods in teaching English, especially in vocabulary.
3. To the students, to motivate and make interesting in learning English, especially vocabulary.
4. To improve students' vocabulary mastery

G. Definition of Operational Variables

1. Vocabulary Mastery vocabulary mastery is the ability to give meaning to a number of words, and the ability to know all the words they teach in the foreign language and as stock of words used by person, class of people and profession usually in alphabetical and defined.

2. Boarding school graduation is a school where some or all people study and live during the school year with their fellow students and possibly teachers and/or administrators.
3. High school graduation students are a school where some or all people study in the school with their fellow students and possibly teachers and headmaster.

H. Outline of Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, it is consist of background of the problem, identification of problem (identify the research problem), limitation of the problem (because of the research problem is large so that the researcher made limitation of the problem that researched), formulation of the problem (the reseracher formulate the research problem in question form), aims of problem (the researcher write the aims of research in three points), significances of research (the research has significances for students, teacher or lecturers and another researcher), definition of operational variables (in defenition of operational variables the researcher clarrified the term used in this research to avoid ambiguity) and the last outline the thesis.

In the chapter two, it is consists of theoretical description (it tells about description of independent and dependent variable more detail), review of related findings (it consist of some finding thsat related to this research), conceptual framework, and the last hypothesis (hypothesis is a provisional answer to the research problem).

In chapter three, it is consist of research methodology (discuss about the method of the research that used to answer the problem of the research). And in the research methodology consists of time and place of the research, research design (this research designed by using ccomparative research, that is quantitative research and observes two variables), population and sample, instrument of collecting the data (a tool of facility is used by researcher to collect the data), testing of instrument (to know whether the test has been ready to be tested), result of validity and the last technique of data analysis (the researcher analyzed the data by using techniques as follows: editing the data, reduction of the data, and tabulation of the data).

In chapter four, it is consists of the result findings, the result of the research consist of data description (describe the two variables), testing of hypothesis, discussion and threats of the research.

Finally, in chapter five consists of conclusion and suggestion.

CAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

1. Nature of Vocabulary

Vocabulary mastery taken from two words, they are "vocabulary" and "mastery". Vocabulary is total number of words which with rules for combining them make up language. Vocabulary is the lexical units or lexical written languages which are called words.¹

Vocabulary is component of language that maintains all of information about meaning and using word in language. According to Hornby, "vocabulary is all the words that a person knows or user."² Then according to Penny in Antheme said that "Vocabulary can be defined, roughly, as the words we teach in foreign language."³ Furthermore, according Barnhart in Altheme said that "... (1) stock of word uses by person, class of people, profession, (2) a collection or list of word usually in alphabetical order and defined."⁴ So, vocabulary is all the words we teach in the foreign language

¹Harris Albert J, *How to Increase Reading Ability* (New York: Logman Group, 1965), p. 45.

² AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York: University Press, 2003), p. 1056

³ Altheme, *Vocabulary is? Definition of Vocabulary*, Englishindo, <http://www.englishindo.com/2011/12/vocabulary.isdevinition-of-vocabulary.html>)12 February 2013

⁴ *Ibid.*

and as stock of word uses by person, class of people, and profession usually in alphabetical order and defined.

Mastery is complete control of knowledge. So, the vocabulary mastery is the ability to give meaning to a number of words, and the ability to know all the words they teach in the foreign language and as stock of words used by person, class of people and profession usually in alphabetical and defined.

2. Teaching Vocabulary

a .Principle for teaching vocabulary

Learner sees 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 over when in 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.⁵ They are:

1. Focused on the most useful vocabulary first.

The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading or writing, or whether they use language in formal and informal situation, is the most frequent 1000 words families of English. This

⁵ David Nunan, *Language Teaching Methodology*, (London: Longmann, 2000), p. 135 -

vocabulary is so useful that it covers around 75 percents running words in academic text and newspapers, over 85 percents of the running words in novels, and about 85 percents of the running words in conversation. It contains most of the 176 function words families (words like a, the, of, because, could) and words like keep, kind, know, lack, and land. It is possible to say and write a lot using only the first 1000 words of English

2.Focused on the vocabulary on the appropriate way

There are four most important vocabulary learning strategies, they are using words part, guessing from context, using words charts, and using dictionaries. Using words chart is one of the appropriate strategies for children to help them memorize the new words.

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

High frequency vocabulary needs to occur in all four strands of course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

4.Encourage learners to reflect on and take produce use.

For learning, there is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires:

- 1) Knowledge of what to learn and the range of options for learning vocabulary.
- 2) Skill in choosing the best opinion.
- 3) The ability to monitor and evaluate progress with those options.

The principle must be understood by the teachers, in line with the strategy and with media they use

a. Aspect of vocabulary to be taught

In teaching vocabulary there are aspect need to be taught. They are:

1. Word formation

In teaching vocabulary, teacher also needs to explain about process of prefixes and suffixes.

Prefix is added to beginning of free morphemes or located in front of word. Therefore, prefix are often used to give adjectives a negative meaning, and the most frequently used prefixes and suffixes come to us from Latin, Greek and Anglo-Saxon. Here is a few examples of some commonly used prefixes and suffixes are listed below

Table 1:Example of prefix

Prefix	Meaning	Examples
Anti	Against	<u>Anti</u> biotic, <u>anti</u> social
Bi	Two, twice	<u>Bi</u> cycle, <u>bi</u> lingual
Ex	Former	<u>Ex</u> tract, <u>ex</u> communicate
Ex	Out of	<u>Ex</u> -wife, <u>ex</u> -president
Micro	Small	<u>Micro</u> wave, <u>micro</u> -computer
Min	Badly	<u>Mis</u> understand, <u>mis</u> inform
Mono	One, single	<u>Mon</u> ologue, <u>mon</u> ogamous
Multi	Many	<u>Mult</u> ilingual, <u>multi</u> -national
Over	Too much	<u>Over</u> weight, <u>over</u> eat
Dis	Apart,away,not(negative)	<u>Dis</u> order, <u>dis</u> agree
Miss	Wrong, wrongly, not	<u>Mis</u> cast, <u>mistr</u> ust
In,ir,il,im	Negative	<u>In</u> direct, <u>ir</u> regular, <u>ill</u> iterature, <u>im</u> possible

Note :

- (1) In-becomes im-before a root beginning with 'm' or 'p' and 'b', similarly in-becomes ir-before a word beginning with 'r', and il-before 'l'.

- a. The prefixes in- doesn't always have a negative meaning – often it gives the idea of inside or into, e.g. internal, import, insert and income

Prefix is letter or group of letters added at the beginning of word. According to Nirmala Sari, Prefix is added to the beginning or free morphemes or other prefixes.⁶

The concluding of statement above, prefix is added at the beginning of words

Prefixes are often use to give adjectives or a negative meaning.⁷ The opposite of comfortable is uncomfortable, convenient is inconvenient, and similar is dissimilar.

Unfortunately, there is no easy way of knowing which prefix any adjective will use to form it opposite, when you learn a new adjective note down whether it has an opposite formed with a prefix and if so, what is.

Note:

- .1.The prefix in - does not always have a negative meaning often it gives the idea of inside or into.

Examples:

⁶ Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 96

⁷ Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use*, (Jakarta: Erlangga, 2001), p. 18

- internal
- import
- income

2. Although it mainly adjective which are made by prefixes, un - , and dis – can also form the opposite of verbs too.

Example: appear : disappear

The prefix is used here to reverse the action of the verb.⁸

Examples:

- disagree
- disapprove
- undo
- undress
- unlock
- unload

b. Suffixes is added to the end of free morphemes, in the other hand, a suffixes performs a function somewhat similar to the prefix, but is attached to the end of the word.⁹ A list of the example of suffixes as bellow :

⁸ *Ibid*

⁹ William Samelson, *English as a Second Language* (USA: Reston Publishing Company, Inc., 1976), p. 15.

Verb +	Affix	Noun
Examine	-ation	Examination
Conclude	-sion	Conclusion
Refuse	-al	Refusal
Govern	-ment	Government
Depart	-ure	Departure
Consult	-ant	Consultant
Farm	-er	Farmer
Enquir(e)	-y	Enquiry
Defen(d)	-ce	Defence
Brag	-art	Braggart

Adjective +	Affix	Noun
-------------	-------	------

Sad	-ness	Sadness
Free	-dom	Freedom
True	-th	Truth
Social	-ite	Socialite
electric	-ity	Electricity

Noun +	Affix	Verb
Fright	-en	Frighten
Pressur(e)	-ize	Pressurize
Glory	-fy	Glorify

Adjective +	affix	Verb

Soft	-en	Soften
Legal	-ize	Legalize
Pur(e)	-ify	Purify

Verb derivational affixes also known as 'verbalizers'

Noun +	Affix	Adjective
Season	-al	Seasonal
End	-less	Endless
Gold	-en	Golden
Hope	-ful	Hopeful
Man	-ly	Manly
Station	-ary	Stationary
Fam(e)	Fame	Famous
Passion	-ate	Passionate
Child	-is	Childish

Verb +	Affix	Adjective
--------	-------	-----------

Argu(e)	-able	Arguable
Create	-ive	Creative
Depend	-ent	Dependent
Sens(e)	-ory	Sensory
Tire	-some	Tiresome

Adjective derivational suffixes are also called 'adjectivizers's

Adjective +	Affix	Adverb
Consistent	-ly	Consistently
Slow	-ly	Slowly

Obvious	-ly	Obviously
False	-ly	Falsely
Angry	-ly	Angrily

Noun +	Affix	Adverb
Home	-ward	Homeward
Sky	-wards	Skywards
Clock	-wise	Clockwise

It can be called as 'adverbializers'

1) Reduplication

Reduplication is a morphological process in which the root or stem of a word (or part of it) is repeated exactly or with a slight change. As Abdul Chaer stated “ reduplication is the process of morphemic that repeated the base form, total or partial reduplication.”¹⁰ In addition, Nirmala stated that “ in reduplication either all of a morpheme is double (total reduplication) or part of it is (partial reduplication).”¹¹ So, reduplication is the process of repeating base form, part or completely with any variation or not.

¹⁰Abdul Chaer, *Linguistic Umum* (Jakarta: Rhineka Cipta,2007), p 182

¹¹ Nirmala Sari, *Ibid.*, p. 96.

English uses some kinds of reduplication, mostly for informal expressive vocabulary. There are three types :

(a) Rhyming reduplication (is two word-phrases)

Example :

hokey-pokey

razzle-dazzle

super-duper

teenie-weenie

wing-ding

willy-nilly

(b) Exact reduplication (baby-talk-like)

Example :

bye-bye

choo-choo

night-night

no-no

pee-pee

poo-poo

(c) Ablaut reduplication

In the ablaut reduplication , the first novel is almost always a high vowel and the reduplicated ablaut variant of the vowel is a low vowel.

Example :

Chit-chat

Criss-cross

Knick-knock

Pitter-patter

Splish-splash

Zig-zag

2).Suppletion

Language that employ morphological processes to form words will normally have a regular. They might also have some smaller classes of words that are irregular because they mark the same morphological distinction can be represented by two different words which don't have any systematic difference in form, they are exceptions to all of the process. This completely irregular situation is called suppletion (or a suppletive distinction) and usually only occurs in a few words of a language.¹² This situation arises historically as two different words with similar meanings come to be interpreted as two forms of the same word. So that, suppletion is the process of making an extremely new form.

Examples :

Go + past = went

¹² Nirmala Sari, *Ibid*, p. 98.

Do + past = did

Have + past = had

Buy + past = bought

Make + past = made

2).Compounding

a) Definition of compounding

Compounding is the combination of two or more words to form a new word. Similarly, "compounding consist of the combination of two words, in which one word modifies the meaning of the other."¹³ The productivity of compounding in many languages is largely due to its semantic transparency and versatility. When a new compound is formed, we already know the meaning of its constituents, and the only task we face is to find out about the semantic relation between the two parts. In the other hand, "compounding is a word formed by the combination of two independent words."¹⁴ So that compounds may be defined as stems consisting of more than one root.

b) Classification of compounding

There are classifications of compounding :¹⁵

¹³ Geert Boij, *The Grammar of Words an Introduction to Linguistic Morphology* (New York: Oxford University Press,2005), p. 75.

¹⁴ Howard Jackson Etienne Ze' Amvella, *Op.Cit.*, p. 79.

¹⁵ Howard Jackson Etienne Ze' Amvella, *Op.Cit.*, p. 83.

(1) Noun compounds : Any root + Noun

The second root must be a noun while the first root may be a noun, a verb, an adjective or an adverb.

Example :

N + N (modifier-head) = ash-tray, arm-chair, text-book

V + N (verb-object) = dare-devil, pick-pocket

Adj+N (modifier-head) =black-bird, hard-cover

Adv + N (not syntactic) = after-thought, down-grade

(2) Verb Compounds : Any root + Verb

The second root must be a verb and the first root may be a noun, a verb, an adjective or an adverb.

Example :

N + V (object-verb) = baby-sit, house-keep

V + V (co-ordinate) = dive-bomb, drop-kick

Adj+ V (not syntactic) = dry-clean, white-wash

Adv+ V (modifier-head) = down-grade, over-do

(3) Adjective Compound :any root (except verb)+ adjective

The second root must be an adjective and the first root may be a noun, an adjective, or an adverb. Verbs don't combine with adjectives in English.

Example :

N + Adj (not syntactic)= earth-bound, sea-sick

Adj+ Adj (co-ordinate) = blue-green, metallic-green,

Adv+ Adj (modifier- head)= near-sighted, off-white

(4) Adverb Compound : Adverb + Adverb

Example :

Adv+ Adv(co-ordinate)= in-to, through-out

(5) Special Noun Compounds : Verb + Adverb

The first root is a verb and the second root is an adverb.

Verb + Adverb (derivation) = blast-off, drive-in. This class of compounds is the only type which does not follow the general rule in English.

c) Distinction between compounds and phrases

In English, compounds may be distinguished from phrases on phonological, syntactic, and semantic grounds. Words are characterized by a single primary stress, so that compounds are often recognized by stress pattern and lack of juncture. (Juncture refers to the transition which characterizes adjacent syllables belonging to contiguous words). Compounds may also be distinguished from phrase in that they have specific syntactic features. But it must be added that the grammatical relations between the constituents of the compound are sometimes obscure.

Some compounds are characterized by the fact that they use what may be considered ungrammatical or at least unusual words order in English. So that, we can tell that compounding form words and not just syntactic phrases by the differences between the stress pattern in words and phrases. Compounds which have words in the same order a phrases have primary stress on the first word only, while the individual words in phrases have independent primary stress (Primary stresses indicated below by '). The difference between compounds and phrases can be seen as the example below:

Suffix is Syllable or group of syllable added to the end of a word root to for a new word.¹⁶ Suffixes are unique that they can change both word forms and part of speech. Suffixes can change the word – class and the meaning of the word.¹⁷

1. Common nouns suffixes

-er/ə/ is used for person who does an activity.

Examples:

- writer
- worker
- shopper

¹⁶ Rubi Diamond, *Writing and Grammar Communication in Action Platinum Level*, (TKT: Prentice hall, Ttt), p.776

¹⁷ *Op.Cit.*, p. 16.

- teacher

you can use – er with a wide range of verbs to make them into nouns. –er and –ee can contrast with each others meaning ‘person who does something’. (-er) and person who receives or experience the action (-ee).

Examples:

- employer – employee
- sender – payee
- (+) ion is used to make nouns from verbs

Examples:

- Complication
- reduction
- alteration
- admission

2. Adjective suffix

- able/ible with verbs means ‘can be done’.

Examples:

- drinkable
- washable
- countable

3.verbs

-ise (or ize) makes verb from adjectives.

Examples:

- modernize
- commercialize

According to the oxford's dictionary define suffix is a letter, sound or syllable added the end of a word to make another word.¹⁸ While Nirmala Sari said suffix is added to the end of free morpheme other suffixes.¹⁹

The concluding of statement above, suffix is a letter or group of letters added to ending of word on basic word to change the meaning and form of word.

Example:

1. - dom : free + dom : freedom : use to for of noun
2. - ed : look + ed : looked : use to form verb
3. - al : verb + al : verbal : use to form adjective
4. - ance : assist + ance : assistance : use to form noun
5. - an : assist + ant : assistant : use to form adjective

¹⁸ A.S. Hornby, *Op Cit.*, p.786

¹⁹ Nirmla Sari, *Op.Cit.*, p. 46

6. – full : play + full : playfull : use to form adjective
 7. – ish : publ + ish : publish : use to form verb

2) Synonyms and Antonyms

Learning vocabulary, it means that students learn about meaning. Many words in English sometimes have more than one meaning. So, there were many words although different but has similar meaning called synonyms. Beside similar, sometimes students must know the opposite meaning of the word called antonyms to appropriate in using synonyms we must consider with the context.

1) Synonyms

Synonym is a word which has identical meaning.²⁰ The term 'synonym' comes from a greek work (sunonumon) means "having

²⁰ Jayanthi Dakshina Murthi, *Contemporary English Grammar.*, (New Delhi: Ramesh nagar, 1998), p. 407.

the same name"²¹. Synonym also a word or phrase with the same or nearly the same meaning as another in the same language.²² So, synonym is the words or phrase having the same meaning; such as, the verb 'shut' and 'close' or the adjective 'lazy' and 'indolent' they are called synonymoFrom the meaning of synonyms above, written give some example as follow:

Table 2: Synonyms

Number	Word	Synonym	Class	Meaning
1.	Look	See	Verb	Melihat
2.	Use	Wear	Noun	Menggunakan
3.	Good	Excellent	Noun	Baik
4.	Happy	Cheerful	Adjective	Bahagia
5.	Difficult	Hard	Adjective	Sulit
6.	Sure	Confident	Noun	Pasti
7.	Greedy	Voracious	Adjective	Tamak
8.	Ugly	Bad	Adjective	Jelek

²¹ Howard Jackson, *Words, Meaning and Vocabulary*, (New York: The Cromwell Press, 2010), p. 92

²² A.S.Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1212.

9.	Ill	Sick	Noun	Sakit
10.	Tired	Weary	Adjective	Lelah
11.	Listen	Hear	Verb	Mendengar
12.	Beautiful	Pretty	Adjective	Cantik

From some the example above written make some word into sentence, so the reader more understands, the example as follow:

- a) Imah uses bicycle to go.
- b) She is wear red veil to campus.
- c) Hafis is very happy in this birthday.
- d) Mona is cheerful in golden anniversary.

From the example, students can see that the uses of use and wear. In the sentence have some meaning or synonyms but its used in different context. Use can be used to describe for everything in general, while for wear is used to describe for something that will be used in the body.

2) Antonyms

Antonym is the opposite of synonyms. Antonym is a word that is opposite in meaning to another word.²³ So we can say that antonym is the oppositeness of words or phrase.

Ex: Long >< Short
 Wide >< Narrow
 Bring >< Take
 Death >< Live

There are three kinds of antonyms: gradable antonym, contradictory antonym or complementary antonym, and nonverses. Gradable antonym is the antonym that do not represent an either/or relation but rather a more/less relation. Gradable antonym include pairs like the following:

Table 3: Gradable antonym

Number	Words	Antonym
1	Beautiful	Ugly
2	Expensive	Cheap
3	Hot	Cold
4	Love	Hate

²³ *Ibid.*, p. 44.

Then, contradictory or complementary antonym are in an either/or relation of oppositeness, like:

Table 4: The Example of Contradictory

Number	Words	Antonym
1	On	Off
2	Dead	Alive
3	Win	Lose
4	Asleep	Awake

The last is converse antonym that one express the converse meaning of the other, likes:

Table 5 :The Example of Converse Antonym

Number	Words	Antonym
1	Buy	Sell
2	Wife	Husband
3	Above	Below
4	Sunrise	Sunset

4)Homonym

Homonym is a word spelt and pronounced like another word but with a different meaning.²⁴ Beside, in Diktat Reading I state that homonym is the words which are written in the same way and sound alike but which have different meaning. So, homonym is words that written and spelt (pronounced) someness but the meaning are different look the examples below

:Table 6 : Example of Homonym

No	Words	Meaning
1	Fly /flai/	Terbang - Lalat
2	Book /buk/	Buku - Memesan
3	Buy /bai/	Membeli - Dengan/oleh
4	Fire /faie/	Api - Tembak
5	Can /kæn/	Dapat - Kaleng
6	Lie /lai/	Berbaring - Berbohong

²⁴ A.S.Hornby, *Op.Cit.*, 570.

Lets look the used in the sentences:

- a. You have to lie down. Don't lie, tell the truth.
- b. I want to book the restaurant of this hotel for my son's birthday.
- c. She want to buy some books in that bookstore.
- d. The fly brings the illness for us. The planes fly on the sky.

B.Review Related Findinngs

This research is related to Indra Kurniawan Siregar (2011) STAIN Padangsidimpuan, research on the title “The effect of using flashcards on Studnets’ vocabulary mastery at sevent grade of SMP SKLASTA Nurul ilmi Padangsidimpuan. The result students’ mastery before giving the treatment was low. It can be seen from the students’ score of experimental and control class in pre test. Total score of experimental in post test (after giving treatment) it was 257,25. from the data, range of students score in experimental class was 38.²⁵

This research is also related to Mukrima Tauhida (2010) UMTS Padangsidimpuan, research on the title "The Correlation Between Vocabulary Mastery and Writing Skill (A Study at The IX Grade of SMA Negeri 4 Padangsidimpuan". Where find out the data of the respondents in vocabulary

²⁵ Indra Kurniawan Siregar, The Effect of Using Flashcards on Students’ Vocabulary Mastery at Seventh Grade of SMP Sklasta Nurul ‘Ilmi Padangsidimpuan(Unpublished Thesis), Padangsidimpuan: NP, 2011, p. 59

mastery indicates that has various score from 55 up to 85 the mean of this variable is 74,33 from the students score in vocabulary mastery it shown that there are 8 students unable to answer the question or low category between 55 – 65.²⁶

In relation with that, the researcher wanted to know and wanted to try a new thing to do a research whether the different vocabulary mastery between boarding school and high school graduation.

C. Conceptual Framework

Based on the theoretical description, vocabulary mastery is a knowledge involves in knowing the meaning of words and there fore the purpose of vocabulary test into find out whether the learner can match each word with a synonym, a dictionary.

Vocabulary mastery is very important to learn because They can not speaking, listening, reading and writing if we don't have vocabulary, we can see fact that the students have not been able to make a sentence in English because they don't have vocabulary. Vocabulary is one of the material English which is thought in junior and senior high. Every students is expect to ability of

²⁶ Mukrina Tauhida Pasaribu, The Correlation Between Vocabulary Mastery and Writing Skill (A Study at The IX Grade of SMA Negeri 4 Padangsidempuan in 200/2010)(Unpublished Thesis) Padangsidempuan: UMTS, 2010

vocabulary mastery. Thus, researcher assumes that with much knowledge about vocabulary mastery. So, the students' ability can be increase.

D. Hypothesis

The hypothesis is an important component in the research problems. As Suharsimi said that “Hypothesis can be meant as a provisional answer to the research problem, until the valid data is collected.”²⁷

Hypothesis is one of the important elements in a research, based on theoretical description that has presented. The hypothesis is a tentative answer to the researched problem until it can prove through the collected data.

A.S Hornby stated that²⁸ "Hypothesis is idea of explanation of something that based on a few know. Fact but has not yet been proved to be correct".

So, the researcher formulates the hypothesis like” there is a positive comparation result between boarding school and high school graduation students' vocabulary mastery at TBI Fourth semester STAIN Padangsidimpuan.”

²⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2005), p. 71.

²⁸ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: Oxford University, 2002), p. 1.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the method and the procedure of the research that would be used to answer the problem of the research in the previous chapter. The procedures consist of the time and place of research, research design, population and sample, instrument of data collecting, procedure of research, testing of instrument, data collecting and data analysis.

A. Time and Place of Research

This research was done on December 2012 up to May 2013. Then, the researcher chose STAIN Padangsidimpuan as a place of research and the subject are fourth semester of English Education Study Program and it located at Imam Bonjol Street km. 4,5Sihitang, Northeast Padangsidimpuan.

B. Research Design

In this research, the method used is quantitative research. The quantitative research is the research which used statistic data as technique of collecting data and analysis of data. Next, this research was designed by Comparative research that observes two variables. Additionally, comparative research is the research to detect, how far the comparison one or more another factory base on comparative coefficient. Then, by looking of the depth of analysis, this research is done by using statistic proses where statistic proses is a kind of method that is used in quantitative research

to analyze data of the sample which the result will be analyzed.²⁹ So that in this research, the researcher would to know the difference between environment and vocabulary

According to Gay, causal comparative research is “the research in which the researcher attempts to determine the cause or groups individuals”³⁰. Whereas according to Van Dalen states that comparative research that “to compare two or three events by looking at the cause”³¹. And according to Glass and Hopkins “comparative research is study intended to investigate a possible movement to a pattern of behaviour that is done by comparing the subject in which the pattern is similar to the subject in which the pattern is missing or different”³².

So, the researcher can conclude the comparative research is a form of variable analysis to know the difference between two groups of data or more.

²⁹Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2006), p. 14.

³⁰L.R. Gay and Peter Airasian, *Educational Research* (New Jersey: Perintice Hall, 2000), p. 349.

³¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta 2002), hlm. 236-237.

³²Ibnu Hadjar, *Dasar-dasar Metodologi Penelitian Kuantitatif dalam Pendidikan* (Jakarta: Raja Grafindo Persada, 1999), p. 344-345.

C. Population and Sample

1. Population

The researcher needs the population to conduct the research, because it is an important aspect in a research. Based on Suharsimi Arikunto said that Population is all subjects of the research.³³ Then, Ari in Sukardi that population is all members of well defined class of people, event, or objects.³⁴ The last, Burhan bungin said that Population is all of the research object that can be a human, animals, plants, air, phenomenon, value. So that, the population of the research is fourth semester of English Education Study Program STAIN Padangsidimpuan. The students are limited. The population of this research is the fourth grade TBI students from boarding school and high school graduation students STAIN Padangsidimpuan they are 67 students of three classes.

³³*Ibid.*,p.102.

³⁴Sukardi, *Metodologi Penelitian Pendidikan*(Jakarta: Bumi Aksara, 2003),p. 53

2. Sample

According to Gay and Airasian stated “sample is a number of individuals for a study in such a way that they represent the larger group from they were selected.”³⁵

Thus, the researcher took just 30 students from boarding school and high school graduation students as sample

D. The Instrument of the Collecting Data

The instrument of the research conducted by vocabulary tests, in this test, the instrument consist of multiple choice test.

The vocabulary tests make which includes being able to distinguish it from words with a similar from and being able to judge if the word from sounds right or look right. The vocabulary can be also differentiate form is relation meaning, namely; they are suffix, prefix, synonym and antonym and homonym

The indicators of vocabulary mastery can be seen as follows:

³⁵L. R. Gay & Peter Airasian, *Educational Research*(USA: Prentice Hall, Inc.,2000),p.121.

The indicators of table vocabulary ability.

No	Aspect indicators of vocabulary	Item	Number	Score
1	Prefix,	10	1,6,11,16,21,26,31,36,41,46	20
2	suffix	10	2,7,12,17,22,27,32,37,42,47	20
3	Synonym	10	3,8,13,18,23,28,33,38,43,48	20
4	Antonym	10	4,9,14,19,24,29,34,39,44,49	20
5	Homonym	10	5,10,15,20,25,30,35,40,45,50	20
Total		50		100

E.The Technique of Collecting The Data

The research data are gained from:

1. Test

Test is some of questions or views and other tools which are used to measure skill, knowledge, and intelligent ability. This research, the researcher giving multiple choice test about vocabulary mastery in order to get the information about the students' ability in vocabulary mastery. The researcher gave 50 items test to them.

2. Test Validity

Suharsimi Arikunto stated validity was the chances which show the level of instrument about measurement something.³⁶

There are two validity of instruments:

³⁶*Ibid.*, p. 167.

1) Logical validity is the instrument which done by analysis logically; it was comfort to the content.

2) Empirical validity is the instrument had comfortable to aspect empirically.

In this research, the researcher uses the logical validity and empirical validity. The logical validity is done by divided variable to be sub-variable and indicator of variable. The empirical validity is done by external validity and internal validity. The external validity is the data had resulted from instrument. It is suitable with information of variable. Then, the data is correlated with external information. And the internal validity is done by test of variable.

There were 70 items of instrument first and then the researcher analyzed 70 items by product moment become 50 items. To know whether the items of instrument are valid, the researcher guided to Suharsimis' opinion, who said that the instruments must be analyzed by Product Moment formula. Then, the result of Product Moment is compared with r_{count} and r_{table} to know the items of instrument too. If $r_{count} > r_{table}$, so the items were valid. But if $r_{count} < r_{table}$, so the items are invalid.

In this research, the researcher uses content validity to establish the validity of the instrument. Suharsimi Arikunto says that product moment is the formula to test validity³⁷. So, the writer uses product moment as follow:

³⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p. 213.

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where :

r_{xy} = Koefisien Validity of the test

X = Score for each item test

Y = Score for all item test

N = Number of students

3. Result of Validity Test

Validity is to show how far the test can be tested to get the data. In this research, test validity was done using formulation of product moment. The test is valid if $r_{count} > r_{table}$.

The calculations of test validity showed that 50 numbers is valid from 60 numbers of test.

F. Technicue of Data Analysis

In comparative research the most suitable analysis is by using the statistical process. Actually, in this research the researcher used Iqbal opinion by using t-test in this book can be seen as follows:³⁸

³⁸Iqbal Hasan, *Analisis Data Penelitian*, (Jakarta: Bumi Aksara, 2008), p. 126

$$t = \frac{\bar{x} - \bar{y}}{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

\bar{x} = the averages score of the group I

\bar{y} = the averages score of the group II

D = total score of group I and II

n = number of pair score

CHAPTER IV

RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to evaluate a comparative study between Boarding school and high school graduation students' vocabulary mastery at TBI fourth semester STAIN Padangsidempuan, the writer has calculated the data using test and validitas test. Applying quantities analysis, the writer uses the formulation of statistical process, next, the writer described the data as follow:

A. Description of the Data

There is one question should be answered in this research. That is made as the test. The data of vocabulary mastery are found from the test result which were given to the students of TBI fourth semester STAIN Padangsidempuan who becomes the research respondents. They are consisted of 30 students from boarding school graduation and high school graduation, and the sample of research is 15 students of boarding school graduation (X1) and 15 students of senior high school graduation (X2).

Table : 9

Test score of vocabulary

No	The score of boarding school graduation	The score of senior high school graduation
1	80	70
2	76	60
3	72	62
4	72	60
5	76	62
6	68	60
7	72	62
8	76	62
9	68	72
10	74	60
11	72	74
12	68	74
13	80	66
14	76	66
15	76	52
total	1106	962

B. Hypothesis Test

To know the comparative of vocabulary mastery between boarding school graduation students (X) and senior high school graduation students (Y) is done by using the statistically analysis of t. test. The result of computation is as follow:

The hypothesis is

“There is significant difference of vocabulary mastery between boarding school graduation students and senior high school graduation students.”

Table : 10

Result of test

Students' score between boarding school and senior high school graduation

No	X	Y	D (Y-X)	D ²
1	80	70	-10	100
2	76	60	-16	256
3	72	62	-10	100
4	72	60	-12	144
5	76	62	-14	196
6	68	60	-8	64
7	72	62	-10	100
8	76	62	-14	196
9	68	72	4	16
10	74	60	-14	196
11	72	74	2	4
12	68	74	6	36
13	80	66	-14	196
14	76	66	-10	100
15	76	52	-24	576
total	1106	962	-114	2084

Based on the data above, the researcher gets:

$$X = \frac{\sum x}{nx} = \frac{1106}{15} = 73,66$$

$$Y = \frac{\sum Y}{nY} = \frac{962}{15} = 64,13$$

$$\sum D^2 = -114^2 = 12996$$

$$(\sum D)^2 = 2084$$

$$t = \frac{x - y}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{n}\right)^2}{n(n-1)}}$$

$$t = \frac{73,33 - 64,13}{\sqrt{\frac{2084 - \left(\frac{12996}{30}\right)^2}{30(30-1)}}$$

$$t = \frac{9,2}{\sqrt{\frac{2724810,49}{1}}}$$

$$t = \frac{9,2}{1650,7}$$

$$t = 0,0055$$

According to Anas Sudjono in interpreting the coefficient difference as follows

Table 11

t score	Interpretation
0,00 – 0,20	The difference of both variables are very low
0,20 – 0,40	- Low
0,40 – 0,70	- Medium
0,70 – 0,90	- High
0,90 – 1,00	- Very high

Based on the statement above, it can be known that the result of the research was very low difference. That is 0,005 Very low difference means the students get very low score in both of variables.

C. Discussion

In this research, the researcher searched boarding school vocabulary mastery and high school vocabulary mastery. The researcher wanted to know students' vocabulary mastery between boarding school and high school graduation students at TBI fourth semester STAIN Padangsidempuan. Boarding school graduation vocabulary mastery difference with high school graduation students vocabulary mastery. Learning environment is a place where learners my work together and support each other as they use a variety of tools and information resources in their guided pursuit of learning goals and problem solving activities, but after researched there was low significant difference of vocabulary mastery between boarding school graduation and high school graduation students. So that, environment were not significant inferences vocabulary mastery of students.

D. Threats of the Research

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because there were the weakness of this research.

On doing the test, there were so many problems, for example the weakness of time, because the students had activities such as doing examination, when they answered the test; they have less concentrate test, increase of many task to fulfill for examination a head. Even thought, the researcher attempted to do the best, some weaknesses and decreases the meaning of this research were finished by consultation with the advisors.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the researcher gives the conclusions as follow: The value of the test of significant is 0,005, there is significant difference of vocabulary mastery between boarding school and high school graduations in TBI fourth semester STAIN Padangsidimpuan, where. The students' ability of vocabulary in boarding school can be seen in means of it is 73.66 and the students' ability of vocabulary in high school graduations can be seen in means of it is 64.13

B. Suggestions

Based on the finding and the conclusions of this research, the researcher would like to give some suggestions to the people to get benefit from this research. The researcher hopes these suggestions will be useful for anyone to involve in teaching learning process.

1. To the principle of high school and boarding school graduation students always try to increase their abilities in vocabulary mastery.
2. To the English teacher to use the suitable method in teaching process of English, especially in teaching vocabulary.
3. To the students, to study hard in English especially in vocabulary and always practice and organize the ideas in vocabulary skill.
4. To the other researcher in the same study to add the items of questions.

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