



**STUDENTS' STRATEGIES IN LEARNING SYNONYMS
AND ANTONYMS IN SHORT TEXT AT GRADE VIII
PONDOK PESANTREN AL-KHOIR MANANTI PADANG
LAWAS**

A THESIS

*Submitted to State Institute for Islamic Studies (IAIN)
Padangsidempuan as a Partial Fulfillment of Requirement
for Degree of Islamic Educational Scholar (S.Pd.I) in
English Program*

Written by:

DASIMA NASUTION

Reg. No. 10 340 0002

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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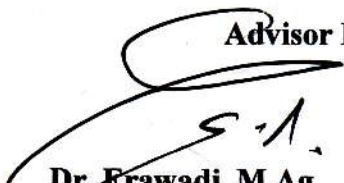
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Written by:

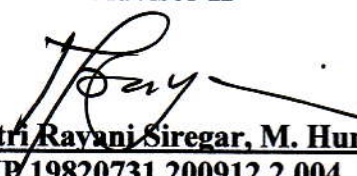
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2014

LETTER OF AGREEMENT

Term : A Thesis

a.n. DasimaNasution

I Term : 7 (seven) Exemplars

Padangsidempuan, June 02nd 2014

To : Dean Faculty of Tarbiyah and Pedagogy

IAIN Padangsidempuan

in -

Padangsidempuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong toDasima Nasution entitle **"Students' Strategies in Learning Synonyms and Antonyms in Short Text At Grade VIII Pondok Pesantren Alk-Khoir Mananti Padang Lawas"**, we assume that the thesis has been acceptable to complete the assignment and fulfill for the Degree of Islamic Education Scholar (S.Pd.I) in English Education Department, Faculty of Tarbiyah and Pedagogy in IAIN Padangsidempuan.

Therefore, we hoped she could be defined her thesis in Munaqosyah. That's all and thank you for the selection.

Wassalamu'alaikumWr. Wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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Declaration maker



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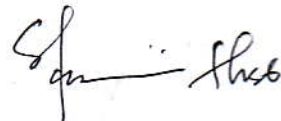
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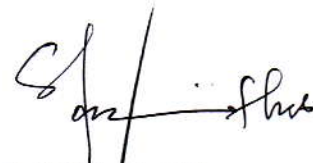


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LEGALIZATION

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LAWAS

Written by : DASIMA NASUTION

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Padangsidempuan, ^{tr}July 30 2014

Hj. Zulhanna, S.Ag. M.Pd.
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5. Mrs. Replita as the lecturer who help me to finished my Ay
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7. IAIN Padangsidempuan Librarian (YusriFahmi, S. Ag., S. S., M. Hum), for their cooperative and permission to use their books.
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9. My beloved friend, Indah Permata Sari Hrp, Putri Maya Sari Srg, Sheila Chandra Hakim Nst, Lonni Nur Iffah Nst, Yusi Damayanti Srg, Resdilla Pratiwi, Tuti Alawiyah, who always give their materials, prays, motivation, and moral encouragement to finish my study.
10. My beloved friends in TBI – 1 that I cannot mention one by one
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12. All my friends in IAIN Padangsidempuan, good luck for you.
13. All the people who have helped me to finished my study that I cannot mention one by one.

May Allah, Almighty bless us, Amin. Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, May 28th 2014

Researcher,



DASIMA NASUTION

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Faculty : Tarbiyah
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Title of Thesis : Students Strategies in Learning Synonyms and Antonyms
in Short Text at Grade VIII Pondok Pesantren Al-Khoir
Mananti Padang Lawas

ABSTRACT

This study talked students' strategies in learning synonyms and antonyms in short text at grade VIII Pondok Pesantren Al-Khoir Mananti Padang Lawas. The problem on the research was the students did not emphasize English vocabulary in their daily life. Actually their strategy in learning synonyms and antonyms in short text was good but their implementation were lack because they seldom speak English in they daily life. English teacher gave a vocabulary at less five word a day, but the implementation of regulation speak English in this boarding less active.

The method research was done with descriptive and qualitative approach. Descriptive research involves collecting data in order to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research. The source of the data was purposive sampling, there were 23 students of analytical unit from 70 students at grade VIII Pondok Pesantren Al-Khoir Mananti Padang Lawas. Collecting data, the research used the instrument of the research such as observation, interview and test for the students about strategies in learning synonyms and antonyms in short text. Data processed and analyzed with qualitative process.

Based on the result of research, researcher found that the students' strategies in learning synonyms and antonyms in short text at grade VIII Pondok Pesantren Al-Khoir Mananti Padang Lawas was cognitive strategy which learning processes strategy directed physical response, note-making, imagery, key word, Inference and affective strategy which learning processes strategy was question for clarification.

CURRICULUM VITAE

1. Personal Data

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Reg. Students Number : 10 340 0002
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Sex : Female
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Junior High School : Pondok Pesantrean Al-Khoir Mananti Padang
Lawas (2007)
Senior High School :Madrasah Aliyah Swasta Darun Nahdhah
Thawalib Bangkinang Riau (2010)
Institute :Institute Agama Islam
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3. Parents Data

Father's Name : Amas Muda Nasution
Date of Birthday : April, 17th 1959
Mother's Name : Masdalima Lubis
Date of Birthday : Juni, 26th 1962

APPENDIX I

INTERVIEWS

A. Interviews to the teacher

1. What is the students strategies in learning synonyms and antonyms in short text at gradeVIII Pondok Pesantren Al-Khoir Mananti Padang Lawas?
2. What is your strategies in learning synonyms and antonyms in short text in short text at grade VIII Pondok Pesantren Al-Khoir Mananti Padang Lawas?
3. Is it your strategies accepted and easy to comprehend by students at gradeVIII Pondok Pesantren Al-Khoir Mananti Padang Lawas?
4. Do you know cognitive, metacognitive and affective strategies?
5. Which one strategy suitable in learning synonyms and antonyms in short text at gradeVIII Pondok Pesantren Al-Khoir Mananti Padang Lawas?
6. Do you order the students to memorize the vocabulary especially synonyms and antonyms if a yard two vocabularies a day?

B. Interview to the student

1. What is your strategies in learning synonyms and antonyms in short text?
2. Do you intertest to use the startegy the teacher order to you?
3. Which strtaegy you like in learning synonyms and antonyms in short text, cognitive or affective?
4. Do you have a special strategy in learning synonyms and antonyms in short text?
5. Do you memorize the vocabulary synonym and antonym at less 3 words a day?
6. Is it your vocabulary enrich after used memory startegy in learning synonyms and antonyms in short tex?

APPENDIX II

TEST

Read text below and choosethe best answer to each question.

A. Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were **dead**. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have **enough** money to take Snow White.

1. What is the synonym **dead** from text above?
 - a. Lifeless
 - b. A live
 - c. functioning
 - d. Animate
2. What is the antonym **enough** from text above?
 - a. Rich
 - b. Sufficient
 - c. Insufficient
 - d. Much

B. On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some **antique** shops and I tried on some **old** hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. In the afternoon we went home.

3. From text above which word have the same mean with **antique**?
 - a. Old
 - b. New
 - c. Fresh
 - d. Recent

4. From text above which word have the opposite means with **old**?

- a. Old c. Fresh
- b. New d. Recent

C. The **success** is largely due to its command hunting behaviour. A group, perhaps two dozen birds, will gather in a curved arc some distance offshore. The birds then begin to **move** forward towards the shore, beating the water furiously with their wings, driving the fish before them . When the water is **shallow** enough for the birds to reach the fish, the formation breaks up as each bird dips its bill into the water to scoop up its meal.

5. What is the antonym **move** from the text above?

- a. Go c. Run
- b. Stay d. Let

6. What is the antonym **success** from the text above?

- a. Good c. Achievement
- b. Fortune d. Failure

7. What is the antonym **shallow** from the text above?

- a. Shoal c. Depth
- b. Slight d. Short

D. Let me remind you my **experience** during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my **vocation** to Bali.

Suddenly my car lurched to one side, to the **left**. I thought I got flat tire. I did not know that it was an earthquake.

8. What is the synonym **experience** from the text above?

a. Incident c. Naivete

b. Inexperience d. Able

9. What is the synonym **vocation** from the text above?

a. Tour c. Study

b. Holiday d. Go home

10. What is the antonym **left** from the text above?

a. Front of c. Right

b. Behind d. Beside

E. Last Friday our school went to Centennial Park for a picnic. First our **teachers** marked the rolls and then we got on the buses. On the buses, everyone was chatting and eating. At lunchtime, we sat together and had our picnic. Finally, at two o'clock we left for school. We had a **great** day.

11. What is the antonym **teacher** from the text above?

a. Trainer c. Lawyer

b. Lecturer d. Students

12. What is the synonym **great** from the text above?

a. Small c. Good

b. Big d. Bad

13. What is the antonym **go** from the text above?

- a. Come c. Still
- b. Stay d. Just

F. Fax, the short term for facsimile is a telecommunications technology **used** to transfer copies (facsimiles) of documents. When sending documents to people at large distances, faxes have a distinct **advantage** over postal mail in that the **delivery** is nearly instantaneous, yet its disadvantages in quality and its proprietary format have relegated it to a **position** beneath email as the prevailing form of electronic document transfer.

14. What is the synonym **used** from the text above?

- a. Take c. Utilize
- b. Take off d. Take on

15. What is the antonym **advantage** from the text above?

- a. Function c. Usefull
- b. Disadvantage d. Benefit

16. What is the synonym **delivery** from the text above?

- a. Distribution c. Usefull
- b. Seller d. Consumen

17. What is the synonym **position** from the text above?

- a. Place c. Location
- b. Time d. healthness

G. I once had the most **exquisite** orange I have ever tasted. It was more **elegant** than caviar and more **luscious** than velvet. The citrus flavor all at once lulled

my taste buds into a blissful calm while throwing them into a frenzy of craving.

18. What does the word **lucious** mean in the text above?

- a. Tart c. Expensive
- b. Fluffy d. Rich

19. What does the word **exquisite** mean in the text above?

- a. Bad c. Hot
- b. Perfect d. salt

20. What is the antonym **elegant** from text above?

- a. Poor c. fine
- b. Good d. Tasteness

H. We often hear lots of stories from **road** regarding people taking spill on motorcycle when they are riding without using helmet. Wearing a fitted protective helmet offers many benefits which **reduces** the negative aspects of riding. They not only **protect** riders from getting a worse road injured **accident** but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

21. What is the synonym **road** from text above?

- a. Street c. Bike
- b. Helmet d. Motorcycle

22. What is the antonyms **reduce** from the text above?

- a. Curtail c. Enlarge
- b. Lessen d. Diminish

23. What is the antonym **protect** from the text above?

- a. Screen c. Guard
- b. Attack d. Shelter

24. What is the synonym **accident** from text above?

- a. Calamity c. Save
- b. Safety d. Blessing

I. Asian elephants are an endangered species. These large animals have learned to **adapt** to their environment as it has **changed** over time. Today, they still **shape** their environment. This creates areas in which new **young** trees and other plants grow, creating food for the elephants and other animals. The elephants also **create** trails through the brush.

25. What is the synonym **adapt** from the text above?

- a. Protect c. According
- b. Suit d. Increase

26. What is the antonym **changed** from the text above?

- a. Shift c. Fix
- b. Modification d. Alternation

27. What is the synonym **shape** from text above?

- a. Produce c. Form
- b. Built d. Create

28. What is the antonym **young** from text above?

- a. Beautiful c. New
- b. Old d. Bad

29. What is the synonym **create** from text above?

- a. Abolish c. Delete
- b. Destroy d. Produce

J. Fiction is the class of literature made up of **works** whose content is produced by the imagination and is not necessarily based on **fact**. Common types of fiction include novels and **short** stories.

30. What is the synonym **works** from text above?

- a. Duty c. Labourer
- b. Worker d. Globe

31. What is the antonym **fact** from text above?

- a. Reality c. Evidence
- b. Actuality d. Imagination

32. What is the antonym **short** from text above?

- a. Long c. Far
- b. Tall d. Near

K. Seven people were **killed** in a collision between a bus, a car and a truck at 10:35 p.m. on Jalan Sultan last night. Police **believe** the car may have been trying to overtake the bus when it was struck by a truck coming from the opposite direction. In addition, the police **reported** that the car—a small

Japanese car—should not have been carrying more than five people. The names of the **victims** are not yet known.

33. What is the synonym **killed** from text above?

- a. Protect c. Condition
- b. Accident d. Execute

34. What is the antonym **believe** from text above?

- a. Assure c. Doubt
- b. Confidence c. Faith

35. What is the synonym reported from text above?

- a. Misreport c. Ignore
- b. Silence d. Inform

36. What is the synonym victim from text above?

- a. Sufferer c. Champion
- b. Winner d. Cruel

L. **Corruption** has happened for many years and today it becomes a bad culture in Indonesia for three **reasons**. Most adult Indonesian or foreigners have known and admitted that corruptions happen in many places. When we **manage** to get some documents in public service offices, we usually need much money to pay.

37. What is the antonym **corruption** from text above?

- a. Defilement c. Purity
- b. Debasement d. Perversion

38. What is the synonym **reason** from text above?

- a. Unreasonableness c. Suitable
- b. Logical d. Explanation

39. What is the antonym **manage** from text above?

- a. Lead c. Conduct
- b. Mismanage d. Direct

40. What is the antonym **eliminate** from text above?

- a. Remove c. Leave out
- b. Kill d. Prepare

APPENDIX III

KEY ANSWER

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

LIST NAMES OF ENGLISH TEACHER

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2. RahmadAnsoriHasibuan, S.Pd.I
3. DepiPurnama Sari S. Pd,
4. MasraKhairani

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3. Angelina Siregar
4. Annisa Khoiriah NST
5. Asian Handisah NST
6. Ayu NurAzizah
7. Depi Rambe
8. Devi Hafsyahri Wulan
9. Desi Hendriani
10. Eryanti
11. Ermi Yusrita
12. Evi Leva Nilan
13. Fathanatul Khomsah
14. Fitri Handayani Sihotang
15. Hamidah
16. Khodijah Nasution
17. Laksmi
18. Lenni Harahap
19. Lilis
20. Maria Untung
21. Mardiyah Khofifah Hasibuan
22. Midy Lestari
23. Nini Amelia

Appendix IV

The Students' Score in Learning Synonyms and Antonyms in Short Text at Grade VIII Pondok Pesantren Al-Khoir Mananti Padang Lawas

Respondents numbers	Respondents' answers of each item numbers																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	0	0	0	0	2.5	2.5	0	0	2.5	0	2.5	0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0	0	2.5	0	0	0
2	0	0	0	2.5	2.5	2.5	0	0	0	2.5	2.5	2.5	2.5	0	2.5	2.5	2.5	0	2.5	0	2.5	2.5	2.5	0	0
3	0	0	0	2.5	2.5	2.5	0	0	0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
4	2.5	0	0	0	2.5	2.5	0	0	0	2.5	2.5	2.5	2.5	2.5	2.5	0	0	2.5	2.5	2.5	2.5	2.5	0	0	2.5
5	2.5	0	0	2.5	2.5	2.5	0	0	2.5	0	2.5	2.5	2.5	0	0	2.5	2.5	2.5	0	2.5	2.5	2.5	2.5	2.5	0
6	0	0	0	2.5	0	0	0	2.5	0	0	0	0	0	0	0	0	0	0	2.5	0	0	0	0	0	2.5
7	2.5	0	0	0	2.5	2.5	0	0	0	2.5	2.5	2.5	0	2.5	2.5	2.5	2.5	2.5	2.5	0	2.5	2.5	2.5	2.5	2.5
8	2.5	0	0	2.5	2.5	2.5	0	0	0	2.5	2.5	0	2.5	2.5	2.5	0	0	2.5	0	0	2.5	0	2.5	0	2.5
9	0	0	0	2.5	2.5	2.5	0	0	0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
10	0	0	0	0	2.5	0	0	0	0	2.5	2.5	2.5	2.5	2.5	0	2.5	0	2.5	2.5	0	2.5	2.5	2.5	0	0
11	0	2.5	0	0	0	0	0	0	0	2.5	2.5	0	2.5	2.5	2.5	0	2.5	2.5	2.5	0	0	2.5	2.5	0	0
12	0	2.5	0	2.5	0	2.5	0	2.5	2.5	2.5	2.5	0	2.5	2.5	2.5	0	2.5	2.5	2.5	0	2.5	2.5	2.5	2.5	2.5
13	0	0	0	0	0	0	2.5	0	0	2.5	2.5	2.5	2.5	2.5	0	2.5	2.5	2.5	2.5	0	2.5	2.5	2.5	2.5	0
14	0	0	0	2.5	0	2	0	2.5	0	0	2.5	0	0	0	0	0	0	2.5	0	0	0	0	0	2.5	0
15	2.5	2.5	0	0	0	0	0	0	0	0	0	0	2.5	0	2.5	2.5	2.5	2.5	0	2.5	2.5	0	0	2.5	2.5
16	0	2.5	0	2.5	2.5	0	0	0	2.5	0	2.5	0	2.5	0	2.5	0	2.5	2.5	2.5	0	2.5	2.5	0	0	0
17	0	2.5	0	2.5	0	0	2.5	0	0	2.5	0	0	2.5	2.5	2.5	0	2.5	2.5	0	2.5	2.5	2.5	0	2.5	2.5
18	0	0	0	2.5	2.5	2.5	0	0	0	2.5	2.5	0	2.5	0	0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0	0	2.5
19	0	2.5	0	2.5	0	2.5	2.5	2.5	2.5	2.5	2.5	0	2.5	2.5	0	2.5	2.5	2.5	0	0	2.5	0	0	0	0
20	0	0	0	0	2.5	0	0	0	0	2.5	2.5	0	2.5	0	0	0	0	2.5	2.5	0	0	2.5	2.5	2.5	0
21	0	0	2.5	2.5	2.5	2.5	0	0	0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
22	0	2.5	0	2.5	2.5	0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0	0	2.5	2.5	0	0	0	2.5	2.5	2.5	0	0
23	0	0	0	2.5	2.5	2.5	0	2.5	2.5	0	2.5	0	2.5	0	2.5	2.5	0	2.5	2.5	2.5	2.5	2.5	0	2.5	0
Σ	5	7	1	15	15	13	4	6	7	16	20	10	20	13	14	14	14	20	16	9	18	18	13	12	11

The Students' Score in Mastering Synonyms and Antonyms in Short Text at Grade VIII Pondok Pesantren Al-Khoir Mananti Padang Lawas

Respondents numbers	Respondents' answers of each item numbers															Sum
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
1	0	0	2.5	0	0	0	2.5	2.5	0	0	0	0	2.5	2.5	2.5	47.5
2	2.5	0	2.5	0	0	2.5	2.5	0	0	0	0	0	0	2.5	2.5	52.5
3	2.5	0	2.5	2.5	0	0	0	0	2.5	2.5	0	0	0	2.5	2.5	65
4	0	0	0	0	0	0	2.5	0	0	2.5	2.5	2.5	2.5	0	0	50
5	2.5	0	0	2.5	0	0	2.5	2.5	0	0	2.5	2.5	2.5	0	0	20
6	2.5	0	0	0	0	0	2.5	0	0	2.5	2.5	0	0	0	0	62.5
7	2.5	2.5	2.5	2.5	0	2.5	2.5	0	0	2.5	2.5	0	0	0	0	55
8	2.5	0	2.5	2.5	0	2.5	2.5	2.5	2.5	2.5	0	2.5	0	0	0	55
9	0	0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0	2.5	75
10	0	0	2.5	0	0	2.5	0	0	0	0	0	2.5	0	0	0	37.5
11	0	2.5	2.5	2.5	0	0	2.5	0	0	0	2.5	2.5	2.5	0	0	42.5
12	2.5	0	0	0	0	0	0	2.5	0	0	0	0	0	0	2.5	52.5
13	2.5	0	2.5	2.5	2.5	0	2.5	0	2.5	0	2.5	2.5	2.5	2.5	2.5	62.5
14	0	2.5	2.5	0	0	0	0	0	0	2.5	0	2.5	2.5	2.5	0	27.5
15	0	0	2.5	0	0	0	2.5	2.5	2.5	0	0	0	0	0	0	37.5
16	0	2.5	0	0	2.5	0	2.5	0	0	0	2.5	2.5	2.5	2.5	0	47.5
17	2.5	2.5	2.5	0	0	0	2.5	2.5	0	0	2.5	0	0	0	0	50
18	0	0	2.5	2.5	2.5	2.5	2.5	0	2.5	2.5	2.5	2.5	0	0	2.5	60
19	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0	2.5	2.5	2.5	2.5	2.5	0	0	65
20	2.5	0	0	0	2.5	0	2.5	0	0	0	0	2.5	0	2.5	0	55
21	0	2.5	2.5	2.5	2.5	0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0	75
22	2.5	2.5	2.5	0	0	2.5	2.5	0	0	0	0	0	0	0	0	50
23	2.5	0	0	2.5	0	0	2.5	2.5	0	0	2.5	2.5	2.5	0	0	55
Σ	13	6	16	11	7	7	19	9	9	10	13	14	11	7	7	1252

The researcher calculated the score by using the formula:

$$P = \frac{f}{N} \times 100\%$$

$$= \frac{\sum \text{score}}{\sum \text{responden} \times \sum \text{item} \times \text{nilai item tertinggi}} \times 100 \%$$

$$= \frac{1252}{23 \times 40 \times 2.5} \times 100 \%$$

$$= \frac{1252}{2300} \times 100 \%$$

$$= 0.5443 \times 100 \%$$

$$= 54.43\%$$

APPENDIX V

The Students' Score above can be seen on the table below:

Number Items	True	False	Result (%)
1	5	18	21.7(%)
2	7	16	30.4 (%)
3	1	22	4.3 %
4	15	8	65.2%
5	15	8	65.2%
6	13	10	57.5%
7	4	19	17.3%
8	6	17	26.1%
9	7	16	30.4%
10	16	7	69.5 %
11	20	3	86.9 %
12	10	13	43.4 %
13	20	3	86.9%
14	13	10	57.5 %
15	14	9	60.8 %
16	14	9	60.8%
17	14	9	60.8 %
18	20	3	86.9 %
19	16	7	69.5 %
20	9	14	39.1 %
21	18	5	78.2 %
22	18	5	78.2 %
23	13	10	57.5 %
24	12	11	52.1 %
25	11	12	47.8 %
26	13	10	57.5 %
27	6	17	26.1 %
28	16	7	69.5 %
29	11	12	47.8 %
30	7	16	30.4 %
31	7	16	30.4 %
32	19	4	82.6 %
33	9	14	39.1 %
34	9	14	39.1 %
35	10	13	43.4 %
36	13	10	57.5 %
37	14	9	60.8 %
38	11	12	47.8 %

39	7	16	30.4%
40	6	17	26.1 %

APPENDIX VI

1. While the researcher gave a test many students not enthusiastic



2. The cheating and chatting with their friend when did the test



3. The students focused to did the test



4. Many students bored to do the test



5. Sometimes the student looked the dictionary to answer the test



CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, language learning is important for human social development. As a language which used to more than a half of population in the world. English held the key as international language. English was a tool of communication among people of the world to got trade, social cultural, science and technology goals. Moreover English competence was important in career development, therefore students needed to understood and used English to improved their confidence to face global competition. In Indonesia, English was consider as a foreign language that has been taught to be elementary school up to the university. Learning a foreign language was an integration process that the learners should study four basic skills: reading, writing, listening and speaking. Additionally, English as a second language for Indonesian must be acquainted toward students early age not only started from elementary moreover could be start from kindergarten in order to made them more sociable then they could understand to language to used it fluently. Then, to used language fluently, the students must understand about English structure. Besides that, the students also must mastery vocabularies because vocabulary was very important in communication. Vocabulary was one of the tools to communicated each other. The human did not use communication or do not used language without mastering vocabulary. Vocabulary was very important to knew and studied by the human,

especially to the students as knowledge. The students could communicate or interact to another people, but in communication must be known good meaning because good communication could help good interaction by another people. This was a reason to found out how the students could present language well.

Furthermore, MichaelMc stated that:

English vocabulary has a remarkable range flexibility and adaptability. English seems to have far more words in its core vocabulary than other language, for example, alongside kingly (from Anglo- Saxon) find that royal (from French) and regal (from Latin). There are many such sets of words which add great many opportunities to express subtle shades of meaning at various level of style. So that English vocabulary is seen in central role in contextualized, meaningful language. English Vocabulary also catch up the meaningful communication that don't pause to devote some attention to words.¹

Learning English at Junior High School level, vocabulary has been basic language component to be introduced to Junior High school since the vocabulary was an important element in English learning. The students would not have skill in English without mastering vocabulary. Basically, vocabulary was very important in daily life. Vocabulary needed by human in communication because communication would not take place well without using appropriate vocabulary. Therefore, before learning language skill, such as listening, speaking, reading, and writing, students must learn vocabulary first because learning vocabulary could differentiate of things correctly and it's one of the tool to communicated with each other, and Allah SWT said in Holy – Qur'an (Q.S: Al – Baqarah: 31)

¹ Michael McCarthy Felicity O' Dell, *English Vocabulary in Use Uppear- Intermediate and Advanced* (Cambridge: Erlangga, 1994), p. 2.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقُلْ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ
 إِنْ كُنْتُمْ صَادِقِينَ

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.”²

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 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.”

Learning vocabulary there were many vocabularies that straaegies to memorized and identified in the sentence or short text, they were synonyms and antonyms. It was one of the kind to enrich the students vocabularies, with mastering many vocabularies students could explore their ideas if want to spoke or wrote their ideas. Additionally, mastering synonyms and antonyms there were many words that must known by students, because English have many words or many ways to said some goals. Actually, the students at grade VIII PondokPesantren Al-KhoirManantiHuta Raja Tinggi Padang Lawas used English

² Muhammad Muhsin Khan, *The Noble Qur'an in the English Language* (Saudi Arabia: Islamic University Al-Madina Al-Munawwara, 1994), p. 8.

twice a month, in the students daily life or in the boarding school students usually used English if want to told or spoke to their friends or their teacher. Based on researcher interviewed English teacher even though, the student used English in their daily life but in written text in final examination 60% from students at grade VIII PondokPesantren Al-khoirManantiHuta Raja Tinggi Padang Lawas found less score in language examination especially in learning synonyms and antonyms.³

Based on researcher interviewed the students at garde VIII PondokPesantren Al-KhoirMananti, many students have strategies to learning synonyms and antonyms they were: First, DepiRambe, she told the researcher that the strategy used in learning synonyms and antonyms I short text was memorized many vocabularies because with memorized the vocabulary she would easy to remember that vocabulary.⁴Second,FitriHandayani, she told the researcher that the strategy used in learning synonyms and antonyms in short text wasidentify and make differences which one synonyms and antonyms as verb, adjective and noun, so in written text she could geared the word suitable for the text.⁵The last,MardiahKhofifahHasibuan,she told me that the strategy used in learning synonyms and antonyms in short text was note fields she always brought the note

³Depi Puranama Sari S.Pd.I, English Teacher PondokPesantren Al-KhoirMananti Padang Lawas, *Interview*, at October 29th 2013.

⁴Depi Rambe, Student of PondokPesantren Al-Khoir at grade VIII, *Interview*, at October 29th 2013.

⁵Fitri Handayani, Student of PondokPesantren Al-Khoir at grade VIII, *Interview*, at October 29th 2013.

and she wrote the word which found in the field.⁶Based on the explanation above, the researcher interesting in conducting a research in the title “**Students’Strategies in Learning Synonyms And Antonyms in Short Text At Grade VIII PondokPesantren Al-KhoirManantiHuta Raja Tinggi Padang Lawas.”**

B. Focus of the Problem

As has been mentioned before, this research was deal students’ strategies in learning synonyms and antonyms in short text at grade VIII PondokPesantren Al-KhoirMananti. In this research the researcher would research about synonyms and antonyms in short text.

C. Definition of the Terminologies

There were some terms that used in this research, they were:

1. Students

Students is person who is studying at a college, polytechnic or university also boy or girl attending school.⁷ Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.⁸ Then, AbudinNata opinion states that students is all of people who learn not only in formal education institution but also in informal education

⁶Mardiah Khofifah Hsb, Student of PondokPesantren Al-Khoir at grade VIII, *Interview*, at October 29th 2013.

⁷ A.S. Hornby, A P Cowie, et. Al., *Oxford Advanced Learner’s Dictionary of Current English* (New York: Oxford University Press, 1974), p.859.

⁸ Tim PenyusunKamusPusatBahasa, *KamusBesarBahasa Indonesia* (Jakarta: BalaiPustaka, 2005), p.1077.

situation.⁹ Based on the definitions above, the researcher was concluding that students was a person who learn on the grade of elementary, junior and senior high school not only on the formal education institution but also on the informal education.

2. Learning Strategies

Learning is an ability changing that come from students' experience and students' interaction continuously. Strategy is a plan designed for a particular purpose or the processes of planning or carrying out a plan in a skilful way.¹⁰ In other hand strategies is defined as particular method of opproaching a problem or task, a mode of operation for achieving a particular end, a planned design for controling and manipulating certain information.¹¹ Based on the definitions above, the researcher was concluding that strategy was learning strategy is plan of learning to operate the students' achievement.

D. Limitation of the Problem

According to focus of the problem above, the researcher limited the problem about synonyms and antonyms in short text as verb, adjective and noun. Researcher would find students' strategies in learning synonyms and antonyms, and the influence in developing students vocabularies, and the students' achievement about synonyms and antonyms in short text.

⁹AbudinNata, *PendidikandalamPersoektifHadist* (Jakarta: UIN Jakarta, 2005), p.249.

¹⁰A.S. Hornby, A P Cowie, et. Al., *Op.Cit.*p.1179.

¹¹H. Douglas Brown, *Principle of Language Learning and Teaching* (New Jersey: Prenticel-Hall,Inc, 1980),p.83.

E. Formulation of the Research

There were two formulations of the problem in this research, as follow:

1. What are the students' strategies in learning synonyms and antonyms in short text at grade VIII Pondok Pesantren Al-Khoir Mananti?
2. How is the students' achievement of the grade VIII at Pondok Pesantren Al-Khoir Mananti in learning synonyms and antonyms in short text in using their strategy?

F. The Aims of the Research

There were two purposes of the research, as follow:

1. To know the students' strategies in learning synonyms and antonyms in short text at grade VIII Pondok Pesantren Al-Khoir Mananti.
2. To describe students' achievement of the grade VIII at Pondok Pesantren Al-Khoir Mananti in learning synonyms and antonyms in short text in using their strategy.

G. Significances of the Research

The using of the research were two kinds they were:

1. Practically the using of this research was:
 - a. Scientific, to development Head master, to encourage English teachers to do the best in teaching process.
2. knowledgeTheoritically the using of this research were:

- a. English teachers, to improve their teaching and learning process, especially in teaching synonyms and antonyms.
- b. Students, to solve their difficulties in mastering synonym and antonym.
- c. Researchers, to do further same and different research.

H. Thesis Outline

To make this research easier to read, the researcher will make the systematic of this research will be divided into five chapters. Each chapter consists of many sub-chapters with detail as follows:

Chapter I, it consist of background of the problems, Definition of the terminologies, limitation of the problem, formulation of the problem, the Aims of the research, significances of the research. Chapter II consist of theoretical description, in theoretical description is divided by two parts. The first is theoretical review, in theoretical review is explained about fourth part; the first, strategies. The second part of theoritical review is synonyms. It consist four part they are; ,definition synonyms, synonyms developing vocabularies, kind of synonyms, distinguish of synonym. The third part of theoritical review is antonyms. It is consist three part they are; definition of antonyms, antonyms developing vocabularies, types of antonyms. And the fourth part of theoritical review is short text. The second part of theoretical description is related findings.

Chapter III consist research methodology, it is divided time and place of the research, kinds of the research, source of the data, technique of collecting data, technique of processing and data analysis, techniques of checking trustworthiness. Chapter IV consists result of the research, and the last chapter V, it consist of concluding and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Strategies

a. Definition Strategies

In education, strategy is one of component to teach in the classroom effectively and also actively. Strategy means a plan method of series of activities designed to achieve a particular education goal.¹ Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability.² Therefore, strategies are prodecures or tehnikue that learners can use to facilite a leraning task. While some learning strategies such as: taking notes or making graphic organizer, are observable, most strategies are mental processes that are not directly observable.³

Based on the definition above, it could be concluded that strategy was plan method to achieve and develop the communicative ability in the classroom.

¹WinaSanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2006), p. 124.

²David Nunan, *Practical English Language Teaching* (New York: MC. Graw. Hill, 2003), p. 76.

³Anna Uhl Chamot, et.all, *The Learning Strategies Handbook* (Longman: Addison Wesley, 1999), p.1

In recent years, learning strategy has become an important factor in literacy education. Research has suggested that learning strategies can be taught to students whose foreign/second language is English, that can be used in elementary school, junior high school, senior high school and also university. Dick and Carey indicate in Wina “learning strategy is a plan of learning to operate the students’ achievement”.⁴ According to Sulistyono, learning strategy is an action that has been done by someone to make students easier in getting the information directly and efficiently. Therefore, learning strategy is also called cognitive strategy, it means that a learning strategy depend on students’ behavior and students’ thinking process that used in finishing the tasks.

Acoordingto O’Malley and Chamot typically, learning strategies are divided into three main categories first, Metacognitive is a term used in information-processing theory to indicate an “executive” function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after an activity is completed. Second, Cognitivestrategies are limited to specific learning tasks andinvolve more direct manipulation of the learning material itself. Third Social/affectivestrategies have to do with social-mediating activity and transacting with others, it will be noted that the latter category, along with

⁴ Wina Sanjaya, *Op. cit.*, p. 124.

some of the other strategies.⁵The detailed classification of O'Malley and Chamot is as follows:

Table I
Classification of Metacognitive Strategies

Learning Strategies	Description
1. Advance Organizers	Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity.
2. Directed Attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.
3. Selective Attention	Deciding in advance to attend specific aspects of language input or situational details that will cue the retention of language input.
4. Self-monitoring	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
5. Delayed production	Consciously deciding to postpone speaking to learn initially through listening comprehension.
6. Self-evaluation	Checking the outcomes of one's own language Learning against an internal measure of completeness and accuracy.

⁵ Anna Uhl Chamot, et.al., *Op.Cit.* p. 15

Table II
The Classification of Cognitive Strategies

Learning Strategies	Description
1. Repetition	Imitating a language model including overt practice and silent rehearsal.
2. Resourcing	Defining or expanding a definition of a word or concept through use of target language reference material.
3. Directed Physical Response	Relating new information to physical action as with directives.
4. Translation	Using the first language as a base for understanding and/or producing the second language.
5. Grouping	Recording or reclassifying and perhaps labeling the material to be learned based on common attributes.
6. Note-making	Writing down the main idea, important points outline, or summary of information presented orally or in writing.
7. Deduction	Consciously applying rules to produce or understand the second language.
8. Imagery	Relating new information to visual concepts in memory via familiar easily retrievable visualizations, phrases or locations.
9. Auditory Representation	Retention of the sound or similar sound for a word, phrase or longer language sequence.
10. Key word	Remembering a new word in the second language by 1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and 2)

	generating easily recalled images of some relationship with the new word.
11. Elaboration	Relating new information to other concepts in memory.
12. Inference	Using available information to guess meanings of new items, predict outcome or fill in missing information.

Table III
The Classification of Social/Affective Strategies

Learning Strategies	Description
1. Cooperation	Working with one or more peers to obtain feedback, pool information or model a language activity.
2. Question for clarification	Asking a teacher or other native speaker for repetition paraphrasing, explanation and/ or examples.

Using a variety of instructional strategies ,providing students with support and assiitance with the strtaegies, and using higher-order question all much anttention prior to instruction:⁶

- a) Provide ampe opportunities for students to use learning strategies

Students need to be actively involved in their learning, and many instructional strategies provide opportunities for active involvement. However many ELLS have difficulty assuming teachers should provide many opportunities for learners to use a variety of learning strategies, and

⁶ Paul R. Burden and David M. Byrd, *Methods for Effective Teaching Meeting the Needs of All Students* (United State of America: Pearson, 2010), p. 178.

the strategies should be taught through explicit instruction, carefully modeled and supported.

- b) Consistently use scaffolding techniques to assist and support students understanding.

Teachers scaffold instruction when they provide substantial amount support and assistance in the earliest stages of teaching a new concept and then gradually decrease the amount of support as the learners acquire experience through multiple practice opportunities.

- c) Use a variety of question or task that promote higher-order thinking

Learning is promoted with higher-order questions that ask students to apply, analyze and evaluate information. It is information that you carefully plan higher-order question prior to lesson delivery; it is too difficult to think of them during instruction. Encouraging students to respond with higher level of thinking requires teachers to consciously plan and incorporate questions at a variety of level.

2. Synonyms

a. Definition of Synonyms

Every language, include Indonesia language usually find the correlation meaning or semantic correlation between word or another language unit, these correlation meaning as regard to same meaning

(synonym). The term 'synonym' comes from a Greek word (Sunonumon) means having the same meaning.⁷According by Tarigan said that synonyms consist of sin ('same or similar') and root of word onim 'name' it's have mean a grouped word with other word in same classification pursuant to common meaning.⁸In other hand synonym is words which contain the same meaning but have differences in value meaning.⁹ Then synonym is a word which has identical meaning is called a synonym.¹⁰In addition synonyms is some words of quite similar meaning make distinctions at the concrete.¹¹ Furthermore, synonyms add interest and sophistication to writing, they also add another source of confusion for English language learner.¹²The concluding on the explanations above that synonym is the words or phrase having the same meaning.

Based on the definition above, many synonyms we found in our language especially in English, because English was rich of vocabularies. Besides that synonyms have many kinds such as verb, Adjective and

⁷ Howard Lacson & E. Z. Amelia, *Word, Meaning and Vocabulary an Introduction to Modern Lexicology* (Great Britain: The Cramwell Press, 2000), p.91.

⁸ Henri Guntur.Tarigan, *Pengajaran Kosa Kata* (Bandung: Angkasa Bandung, 1984),p.78.

⁹*Ibid.*,p.78.

¹⁰ Jayanthi Dakshina Murthy, *Contemporary English Grammar* (Delhi: Book Palace, 2003), p. 347

¹¹ S.I Hayakawa, *Use the Right Word A modern Guide to Synonyms* (NewYork: Funk and Wagna Us. A Division, 1968), p.viii.

¹² Jodi Reiss, *Teaching Content to English Language Learners* (Washington Dc: Longman, 2005),p.46.

noun, to made definition of synonym above more clearly, the researcher gave table of examples about synonym below:¹³

Table IV
Examples of Synonym

No	Synonyms	
1.	Expensive The price of this clothes very expensive	Costly My mother buy a ricket costly
2.	Friendly Our English teacher is friendly	Kindly The Indonesian people very kindly
3.	Holiday We went to the Bali beach for holiday	Vacation I don't go anywhere for this vacation
4.	Load The teacher load us to do this duty	Charge We must charge our day with many activities
5.	Locate My research located in Java	Discover The imigration discover to nort sumatra
6.	Room She have a beautiful room	Reside I like the colour of my reside
7.	Spend Ispend my money to requirements	Consume My mother consume the money every day
8.	Tidy Ani has a tidy house	Neat Our class is neat
9.	Comfortable The English teacher is comfortable	Cheerful I like the cheerful person
	Cost	Price

¹³Artono wardiman,etall, English in Focus for Grade VIII Junior High School (Jakarta: PusatPerbukuanDepartemenPendidikanNasional), p.32-33.

10.	The cost of this book very expensive	The price of this apple is cheap
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Based on example below, the researchers could give conclusion that synonyms have many kinds and functions, such as verb, noun and adjective. The function of synonym was to braid the correlation between the matching meaning with another word in discourse. The other function to enrich synonym was to made acute differences and correct between word meaning in speech action. Generally, synonym was have the same mean, but specifically no word one hundred person have the same mean. basically every word have differences, such as: sense, value, and area or dialect.

b. Synonyms in developing vocabulary

Analyzing synonym is very good approach, it is also time saving to analyze vocabularies. Comparing synonyms make all students to more easy analyze relation between words which the same mean. Basically, synonyms is replacement words. Synonyms give us opportunity to express some ideas in many ways, such as in context, background, mood, and tone the speaker. We must realize that make differentiation and correct differentiation is not easy for student. Students can learn better to make

difference words correctly by: (i) We must pay attention for words which including into certain group like" a few/little (a small, a pinch, driblet, snap fingers). (ii) Using it according to situation demand like:¹⁴

- a) Provide your time a small part to write letter to me.
- b) He puts fetch rice to that beggar sack
- c) Driblet of crack oil can make that food castaway.

Based on the definition above the resercher could give conclusion that synonyms made the studnets to more easy to expressed some ideas and expressed what in their mind. Beside that was to made acute diferences and correct between word meaning in speech action. In addition synonym in developing vocabularies to expressed the same idea in many ways but the specific defiinition. Besides that synonyms in developing vocabularies indicated there was the correlation between mastery vocabulary with creativity and skill someone in intraction such as in oral spoken and written spoken. The last was if someone have many vocabularies the human would creativity while speaking or writting.

¹⁴Henri GunturTarigan, *Op.cit.*, p.82

c. Kinds of synonyms

There were many kinds of synonyms, they were.¹⁵

1) Noun and noun

Noun is used to identify a person or thing. The word thing used to mean anything that we can think of.¹⁶In other words, a noun is used as a subject or a an object.¹⁷For example: Worker, employee, Jakarta, tiger, etc.

The concluding from explanation above was noun used to indicated person, place, thing subject and object.

2) Verb and verb

Verb is used after a subject, or before an object or complement.¹⁸In other hand a verb is described as a word which is used to indicate an action, a state of being of existence or possession.¹⁹For example: Rise, appear, emerge, born.

The concluding from explanation above was verb used to indicate an action.

¹⁵Soedjito, Sinonim (Bandung: C.V.Sinar Baru Bandung,1989),p.5-6.

¹⁶ Wren and Martin, *High English Grammar and Composition* (London: hundred and Twenty Seventh Edition, 1990), p. 5.

¹⁷ Betty Schramper Azar, *Understanding and Using English Grammar*(U.S: Prentice Hall Regents, 1989), p. 263.

¹⁸ Marcella Frank, *Modern English a Practical References Guide*(New York: Prentice-Hall,1972), p. 52.

¹⁹ Jayanthi Dakshina Murthy, *Op. Cit.*, p.86.

3) Adjective and adjective

A word used with a noun to describe or point out, the person, animal, place or thing which the noun names, or to tell the number or quantity, is called adjective.²⁰ In addition adjective is a word used to express the quality, quantity, number and to point out the person or thing. Its most usual position is before the noun it modifies. An adjective's function is to answer one of these questions about a noun like: which one, what kind, how many, and whose.²¹ For example: Difficult, sad, grief.

The conclusion from explanation above was adjective used to express number, quantity and quality, and to express person or thing.

4) Adverb and adverb

Adverb is used to modify verbs, adjectives, and used to express time or frequency.²² Adverbs function to answer the following questions about verb, adjectives or another adverbs like: where, when, how and to what extent.²³ For example: while, among, again. The conclusion from explanation above was adverb used to modifies the meaning of a verb, an adjective or another adverb.

²⁰Wren and Martin. *Op.Cit.*, p.19.

²¹ Sharon Sorenson, *Webster's New World: Student Writing Handbook* (United State Wiley: Publishing, Inc, 2010), p. 409.

²² Betty Schramper Azar, *Understanding and Using English Grammar Third Edition* (Washington: Longman, 2002), p. a 4.

²³*Ibid.*, p.408.

d. Distinguishing Synonyms

Synonyms distinguishable based on:²⁴

1) Distribution

Term of distribution include two understanding, they are based on paradigm and syntactical. First distribution (based on paradigm) is replacement possibilities (substitution) an element in sentence / phrase with other element by straightening (vertical). In other hand, we can see the difference of synonym, look the examples as following:

a) Synonyms based on paradigm : for, to, in order

(1). My mother buys the shoes (for, to, in order to) Rina.

(2). This weir very important (to, for, in order to) farmer.

(3).Foreign students live in Indonesia (for, in order,to) learn Indonesian language and culture.

Second distribution based on syntactical is an element in sentence / phrase it can change of place (mutation) or can join (combination) with other element of by leveling or (horizontal). Look the examples below:

b) Synonyms based on syntactical : no, not

(1) I don't (smoke, sick, doctor,)

(2)I am not a(doctor, smoke, sick)

²⁴Soedjito, Op.,cit,p.8

2) Using of Prevalence (Collocation)

Collocation or side word is a certain association in using word which tend to be used adjacently. Words which are collocation are some words which tend to be used in certain network or domain. Association which remain between adjacent word in sentence called (collocation). Synonyms like: big, great, grand, giant can be seen the difference based on prevalence of using sentence. Pay attention example below:

a). Synonyms: big, great, grand, giant.

(1) The street is (*big, great*, grand, giant)

(2) Attorney (*grand*, big, great, giant)

(3) Density (*big*, great, grand, giant)

(4) The tank is (*giant*, big, great, grand)

Note: the italic word is indicate correct word

b) Synonyms: good, beautiful, pretty, love

(1) The article is (*good*, beautiful, pretty, lovely)

(2) The girl is (*beautiful, pretty, lovely*, good,)

Note: the italic word is indicate correct word

3) Value of Sense (Emotive Meaning)

Value of sense (Emotive meaning) is one of additional meaning in a certain value of sense even though in positive, negative,

polite, impolite meaning. Synonyms such as death, -die-, pass away, lose, dead, it can see the difference based on the value of sense.

Consider the example below:

- a) The cat was *death*, die, pass away, lose, dead
- b) His grandfather was passed away, death, die, lose, dead
- c) The king of Hayam Wuruk was dead, pass away, lose, death, die at 1389.
- d) Komodor Yos Sudarso *losed* in 1962.
- e) The evildoer found *die*, pass away. Death, lose, dead

4) Basic Meaning and Additional Meaning

Basic meaning is a meaning which the reference according to pertinent word meaning (denotation). Additional meaning is a meaning which the reference opposite with word meaning and form some expressions and idiom (connotation). Synonyms such as carrying, guiding, leading, supporting, it can see the difference based on the basic meaning and significance enhancements. The basic meaning, while the additional meaning is specific meaning.

To make definition basic meaning and additional meaning more clearly, the researcher gave the examples table about the differences between basic meaning and additional meaning.

Table V
Example of Basic Meaning and Additional Meaning

Synonyms	Basic Meaning	Additional Meaning
Carrying	Bringing	With one hand outstretched downward(carrying shoes)
Guiding	Bringing	Holded his arms (guiding moppet)
Leading	Bringing	Led (leading blind person)
Supporting	Bringing	In back splitting hand (support palsied people)
Bearing	Bringing	In shoulder with balance (shouldering wood)

Based on the definition above the resercher could give conclusion that there were two point in synonym, first, no word one hundred person have the same mean, in other hand the same meaning was not absolute meaning. Second every word have various meaning, like denotation meaning or literal meaning, or connotation meaning.

3. Antonyms

a. Definition of Antonyms

Generally think of antonymy as a relation holding between words belonging to the same word class, but since antonymy is semantic relation,

it may hold between a word that belong to different word classes. Term antonyms consist of “*anti*” and “*ant*” means “*opposite*” then added by root “*onim*” or “*onuma*”(it’s mean name). Antonyms is a word which have a means inverse or opposite with another word. In addition, antonym is the words that have meaning disagree with another words.²⁵ Antonym is two sentences that differ in polarity like these are mutually contradictory.²⁶Therefore, antonyms are useful in enabling us to express briefly the opposite of a particular thought. Often, for the sake of contrast, we use such opposites.²⁷The concluding on the explanations above that antonyms isa word have opposite meaning.

Based on the definition above, antonyms was one of the way to enrich vocabularies, because mastering many antonyms could explore our ideas in many ways. Antonyms also have many kinds such as verb, noun, and adjective, to made definition of antonym above more clearly, the researcher gave table of examples about antonym below:²⁸

²⁵Hendry Guntur Tarigan, *Pengantar Semantik* (Bandung: Angkasa, 1990), p.36.

²⁶Charles W. Kreidler, *Introducing English Semantics* (London: Routledge, 2000), p.100.

²⁷ Richard D. Mallery, *How to Enlarge and Improve Your Vocabulary*(New York: The Blakiston Company, 1944), p. 47.

²⁸Artono wardiman, *Op.Cit.*,p.9.

Table VI
Examples of Antonym

No	Antonyms	
1.	Big The crocodile is big.	Small I like the small stomach.
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.	Long My mother read a long story from magazine	Short I like a short text in reading.
5	Open Open the door !	Close Close your book !
6	Thick My book is thick .	Thin Datuk maringgih is thin man.
.	Go I go to campus.	Comes Sakhrulkhan comes to Indonesian.
7	Teach Miss. Kholijah teachs Al-qur'an to all children muslim.	Learn Aisyah learns Alqur'an from Miss. Kholijah.
8.	Disagree I disagree your argument.	Disagree I disagree your argument.
9.	Agree I agree your argument.	Good I will find a prize if I have a good prestation in this semester
10	Bad My father hate a bad prestation	

Based on example below, the teachers could give conclusion that antonym was oppositeness was perhaps not such a pervasive meaning relation in the vocabulary of English as synonym, but it has an important role in structure the vocabulary of English. Antonyms have many kinds, such as verb, noun and adjective. When used antonyms always kept in mind the context, As with synonyms, showing variations in meaning through the use of the correct antonyms would add spark and interest to your writing.

b. Antonyms in Developing Vocabularies

The other way to increase student vocabularies is beat out antonyms. Even though antonyms less in elementary students, basically the students can understand about concept antonyms, such as:²⁹

Table VII
Examples of Antonyms in Developing Vocabularies

No	Word	Antonym
1.	On	off
2.	Big	Small
3.	Hot	cold
4.	Bright	dark
5.	Clever	stupid

²⁹ DR.Tarigan, *Op.Cit.*,p.85.

In beat out antonyms is one of analyze words. For example, the teacher can present the word pairs to explain and illustrate how the development of antonyms from adding word certainly. Based on the explanation above the researcher gave conclusion that antonyms one of the way to enrich vocabularies eventhough antonyms less elementary school but the students could undestand about antonyms.

c. Types of Antonyms

Unlike synonyms, antonyms cover a number of different types of oppositeness of meaning. Three types are commonly identified: gradable antonyms, contradictory or complementary antonyms, and converses. Antonyms pairs of these types express oppositeness in rather different ways, though; it is not clear that as speakers are necessarily aware of these differences or play a part in how the store antonyms in the students mental lexicom.³⁰

- 1) Gradable antonyms are word pairs that have variations between the two opposites like the following:

³⁰Howard Lacson & E. Z. Amelia, *Op.Cit.*,p.99.

Table VIII
Examples of Gradable antonyms

No	Word	Antonym
1.	Beautiful	Ugly
2.	Expensive	Cheap
3.	Fast	Slow
4.	Increase	Decrease
5.	Long	Short
6.	Love	Hate
7.	Rich	Poor
8.	Sweet	Sour
9.	Wide	Narrow

These pairs are called gradable antonyms because they do not represent an either/or relation but rather a more/less relation. The words can be viewed as terms at the end-points of a continuum or gradient. The more/less relation is evident in a number of ways: the terms allow comparison, for example: *My arm is longer/shorter than yours*. The terms do not represent absolute values; for the adjective the of value depends on the noun being described; the length of arms is on a different scale from the length of, say, roads.³¹

³¹*Ibid.*,p. 99

- 2) Contradictory or complementary antonyms are word pairs that have no degree of meaning. There are only two opposite possibilities. Look the examples below:

Table IX

Examples of Contradictory or complementary antonyms

No	Word	Antonym
1.	On	off
2.	Permit	Forbid
3.	Remember	Forget
4.	Shut	Open
5.	True	False
6.	Win	Lose

These pairs of antonyms are in an either/or relation of oppositeness. An animate being can be described as either *dead* or *alive*, but not as some grade of these or as being more one than the other. The assertion of one implies the denial of the other member of the pair; *if you lose* a contest, then you have not *won* it; if a switch is *on*, then it is *off*.³²

³²Howard Lacson & E. Z. Amelia, *Op.Cit.*,p. 100.

- 3) Converse antonyms are pairs that have a relationship. Each word wouldn't exist without the other. There can't be a parent without a child or it's either all or nothing. Look examples below:

Table X
Examples of Converse antonyms

No	Word	Antonym
1.	Above	Below
2.	Before	After
3.	Behind	In front of
4.	Buy	Sell
5.	Give	Receive
6.	Husband	Wife

For each pair of antonyms, one expresses the converse meaning of the other. The same transaction is expressed from different (converse) perspective. For example, *I sell to you, and You buy from me.*

Based on the statement above the researcher gave conclusion that types of antonyms was not easy to use because every word has a level, every word has opposite meaning based on value, relation and meaning.

4. Short text

a. Definition of text

The study of text model is emphasized less in the process-oriented, students centered writing class than it was in the past when presentational modes of instruction predominated.³³ In selecting authentic text for inductive exercise, the writing teacher should keep in mind the proficiency level of students, avoiding writing that might be too complex or lengthy, and should look for text with ample instances of the grammatical feature to be analyzed. Since finding an appropriate text when needed for a lesson is often difficult, it is useful to create files beforehand of short text (example, magazine and news, paper article, advertisement) that would be good for examining grammatical features most often problematic for ESL.³⁴

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context. So, a text is any meaningful linguistic unit in both linguistic context and non linguistic context.³⁵ A text of a language is a text spoken or written in a language. In this case, a text is like a coin having two

³³ Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English Language)*, (Malaysia: Longman, 2004), p.266.

³⁴ *Ibid.*, p.266

³⁵ Sanggam Srahaan, Kisno Shinoda, *Generic Text Structure* (Pematangsiantar: Graha Ilmu, 2007), p.1.

sides. It always has the two sides. It never has one side only. A text written based on one approach is not a good text.

To make an effective and efficient text the researcher gave two points they were:

1) The Rhetoric Approach

In this view point, a text is *an effective and efficient bigger linguistic units containing several components used as tool of communication interaction*. Each of the components may contain one or more than one clause. The selection refers to the unity aspects and the arrangement refers to the coherence aspect. The rhetoric view is used to check selection of the clauses in each the components and the arrangement of the components in the text.

The rhetoric approach have components to use it, they are:

a) The text unity

The text unity *is the cohesiveness of a text*. It is tightness of the text. A cohesive text is the one having some relevant clauses or component to each other. All the clauses or components of a text is relevant to each other.

b) The text coherence

The text coherence *is smooth flow of idea of a text*. It is the arrangement of the clauses and components of a text. A unified text is not yet a coherent text. But coherent text is a unified text. The native speakers of a language always recognize the purpose of a communicative interaction from the arrangement of the clauses or component of the text. Consequently, the native speakers of the other language need to learn this text coherence if they want to have a successful communicative interaction in English.³⁶

2) The Functional Grammar Approach

This approach views a text from its communicative function. Its smallest meaningful units are clauses. In the view point of functional grammar, a clause is the smallest meaningful linguistic unit in a communication. In the other words, a clause is used to code an experience. In the view point of functional grammar, human experience is the world. It is the meaning negotiated in a communicative interaction. From the view point of functional grammar, a text is a collection of clauses to negotiate meanings in a communicative interaction. In addition, in this approach, you must search for the intention of the text, you cannot isolate this from

³⁶*Ibid.*, p.3.

understanding it. The attention of the text represent the SL writer's attitude to the subject matter.³⁷

a) The clause

Based on the explanation above the reseracher can give conclusion that short text is a text have a meaningfull linguistic unit in the context, both in sentence, structure, discourse and have a coherence meaning between each sentence.

B. Review of Related Findings

There are some researches that the similarity with this research: First, Wirda Halwi with the title "Improving Student's Vocabulary Mastery in Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior". This research is conducted by classroom action research. This research is done at SD Negeri 116254 Ranto Jior with two cycles. She has concluded her research using synonyms and antonyms can increas student's vocabulary mastery.³⁸ Next, Benny Hardy with the thesis title "The Students' Ability in Identifying Antonims In Scientific Texts. The population was 2006/2007 second year students social class of MA Negeri 3 Tanjung Balai. The method of the research is descriptive quantitative method and library research. He has concluded his research that students who are able is 41 students, and the students are unable are 37 students

³⁷ Peter Newmark, *A textbook of Translation* (New York: Prentice Hall, 1988), p. 12.

³⁸ Wirda Halwi, "Improving Student's Vocabulary Mastery in Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior" (A Thesis, STAIN Padangsidimpuan, 2011), p.65.

or 52.6% of students are able and 47.4% of students are unable in identifying antonyms in scientific text, but they still has a problem in term of in identifying antonyms in scientific text because they has problem in term of vocabulary.³⁹

Based on the research above this research has similiarity with both of the research before, but different in method and strategy that is used. Thefore, the researcher hoped this research could complete and could give some knowledge in language teaching especially in teaching synonym and antonym.

³⁹Benny Hardy, "*The Students' Ability in Identifying Antonims In Scientific Texts at MA Negeri 3 Tanjung Balai* " (A Thesis, USU Medan, 2007), p.70.

BAB III

RESEARCH METHODOLOGY

A. Research Methodology

1. Place and Schedule of the Research

This research was conducted at Pondok Pesantren Al-khoir Mananti, it was located at Jl. Lintas Riau Km. 40. Call number 081361978507 , Post code 22765 . Desa Mananti Kec. Hutaraja Tinggi Kab. Padang Lawas Prov. Sumatera Utara. This research was done from October 2013 up to 24 May 2014.

2. Kinds of the Research

This research used qualitative approach. This research used a content analysis method with kind was manifest coding. L. R. Gay and Peter Airasian stated qualitative approach is based on the collection and analysis of nonnumeric data such as: observations, interviews, and other more discursive sources of information.¹ Based on the method, this research used descriptive method. Descriptive research was involved collecting data in order to test hypotheses or to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research.²

Based on the statements above, descriptive research that means to analyze or made a sense perception (descriptive) about situation or events. It

¹ L. R Gay & Peter Airasian, *Educational Research Competence for Analysis and Application* (USA: Prentice Hall, 2000), p. 8.

² *Ibid.*, p. 315.

use to describe how to known students'strategies in learning synonyms and antonyms in short text at grade VIII Pondok Pesantren Al-Khoir Mananti Huta Raja Tinggi Padang Lawas.

3. Source of the Data

The source of data this research consist of :

- a. Primary data, the data was done from the students at VIII grade Pondok Pesantren Al-Kkoir Mananti . The students were 70 students.They were devided into three classes. The class VIII¹was 23 students, VIII²was 28 students, and VIII³was 19 students. This research was done by using purposive sampling. Purposive sampling referred to as judgment sampling, the researcher select a sample based on his or her experience or knowledge of the group to be sample.³Riduan said purposive sampling is “One of technical that can be used by researcher has some of considerations take the certainly sampling to get the aim”.⁴Actually, the researcher was taken one class to done the research. The researcher was taken from VIII¹was 23 students because this class could represent of all the class.
- b. Secondary data,The researcher was collected the information from the English teacher of Pondok Pesantren Al-Khoir Mananti.

4. Technique of Collecting Data.

³*Ibid.*, p. 138.

⁴ Riduan, *Belajar Mudah untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

The key instrument of this research was the researcher herself. The researcher was taken the data by the students and the English teacher and to collected the valid data. Based on the source of data, for the primary data the researcher used the test, and interview as an instrument for collecting the data, this research used the qualitative research. L. R. Gay stated: “Qualitative research sometimes combines qualitative (e.g. observation) and quantitative (e.g. test scores) data in studies, resulting in the need for statistical analysis”.⁵

Based on statement above, the researcher chose the instrument of collecting data in this research. There were:

1) Test

Test is some question to get information that pointed understanding vocabulary.⁶ Suharsimi Arikunto stated that: “Test is the instrument which the instrument is arranged with especially because the test is used the measure of something important and certain”.⁷ Appropriate with the instrument of this research, the researcher want to know of the students’ strategies in learning synonyms and antonyms in short text at grade VIII Pondok Pesantren Al-Khoir Mananti. This research, researcher gave test about synonym, antonym. To know students achievement and how the students’ strategies in learning synonyms and antonyms in short text, the researcher gave question to the students in form multiple choice in short text,

⁵ L.R Gay & Peter Airasian, *Op. Cit.*, p. 109.

⁶ L.R Gay & Peter Airasian, *Op. Cit.*, p. 219.

⁷ Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: PT. Rineka Cipta, 2003), p. 223.

it was fourty questions. Every questions have scores 2.5, so the total score was 100.

Table XI
Indicators of the Test

No	Indicators	Subject of Indicators	No Item	item	Sum	Score each item
1.	Synonym	Verb	1,14,25, 27, 29, 33, 35,	7	20	2.5
		Noun	8, 9,16, 17, 21, 24,	6		
		Adjective	3, 12,18, 19, 30, 36, 38	7		
2.	Antonym	Verb	5, 13,22, 23,26, 34, 39,	7	20	2.5
		Noun	6, 11,15, 31, 37, 40	6		
		Adjective	2,4,7, 10, 21, 28, 32,	7		
Total					40	100

The techniques for collecting data with the test as followed:

- a. Preparing the test
- b. Giving written test to all of students according the sample stated, and gave the test with fill the blank with correctly.
- c. Determining the time of doing the test.
- d. Giving chance or time for students to something left or not clear in doing the test.
- e. The researcher would ask the students to did the test and the researcher looked after the students during the test time.

f. After students finished answering the test, then the researcher would collect their answer to be analyzed.

2) Interview

Interview is one of the elements that is very important in qualitative research. Interview is a purposeful interaction usually between two persons.⁸ Interview is the form of communication, art of questions and answers.⁹ The researcher used the interview to know the condition of the students and also to know the students' strategies in learning synonyms and antonyms in short text. There were two data that have been taken from the students' strategies in learning synonyms and antonyms in short text, they were: verb synonym, noun synonym, adjective synonym, and verb antonym, noun antonyms, and adjective antonym.

5. Technique of Processing and Data Analysis

The technique of analysis of this research uses some steps as follows:¹⁰

- a. After collecting their answer, the researcher analyzed the result of the test with mean score, and the average scores of the students were interpreted in descriptive.
- b. Reduction of the data, when the researcher interviewed teacher and students.

⁸L.R Gay & Peter Airasian, *Op. Cit.*, p. 219.

⁹Norman K. Denzin & Yvonna S. Lincoln, *Hand Book of Qualitative Research* (Yogyakarta : Pustaka Pelajar, 2009), p. 495.

¹⁰ Iskandar, *Penelitian Kualitatif* (Jambi: GP Press, 2000), p. 139 – 142.

- c. Display of the data, the researcher arranged the data with systematically, so the data could explain and answered the formulation of the problem in this research.
- d. Tabulation of the data, it was do to account and gave the score to students answered though the test and took on the table that consist of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answered and put them on the table by using the formula below:

$$P = f / N \times 100 \%$$

Explanation:

F = Frequence

N = Sum of the samples

P = Percentage.

- e. Then, students result with mean / score calculated into the classification quality.
- f. Taking conclusion, it was do to concluded the discussion solidly and briefly.

6. Techniques of Checking Trustworthiness

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data. There were nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:¹¹

- a. The extension of participation is the extension not only done at the short time, but need the long time.
- b. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
- c. Trigulasi is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison of the data.
- d. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.
- e. Analyze the negative case is the research collects the example an appropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
- f. The adequate and referential are the tools of them, with using the free time to compare the result of the research with critics are collected.
- g. Checking the member is the most important in checking credibility.
- h. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
- i. Auditing used to check the truth and certainly of data, this point that done well to the process of result and extent.

But the researcher taken number eight was the detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.

¹¹ Lexy J Moleong, *Metode Penelitian Kualitative* (Bandung: Remaja Rosdakarya, 2009), p. 175.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents research result. In this case, it discussed about students' strategies in learning synonyms and antonyms in short text at grade VIII Pondok Pesantren AL-Khoir Mananti Padang Lawas, students' achievement in learning synonyms and antonyms in short text at grade VIII Pondok Pesantren AL-Khoir Mananti Padang Lawas in using their strategy,

A. The Students' Strategies in Learning Synonyms And Antonyms At Grade VIII Pondok Pesantren Al-Khoir Mananti Padang Lawas

1. Synonyms

a. Verb

In the interview, five from twenty three students they were (AS, DR, FHS, MU, MKH) AS, DR, FHS, said that the strategy used in learning synonyms as a verb in short text was cognitive strategy which learning strategy was key word while key word strategy was remembering a new word in the second language by 1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and 2) generating easily recalled images of some relationship with the new word. This strategy is easy for the students because in this case they remember what is the key word from one word to new word, so this strategy is easy to use by students. In addition, the students' identify which word is suitable in the text. And two other students

MU, MKH said that the strategy used in learning synonyms as a verb was directed physical response while directed physical response was relating new information to physical action as with directives. The students applied the word after they got a new synonyms and antonyms, it made the students easier to remember the word because the usually used the word in their daily life. It was also made them easy to answered the question about synonyms and antonyms in short text.

Based on the result above the researcher could be concluded that the students' strategies in learning synonyms as verb in short text key word strategy and directed physical response strategy .

b. Noun

In the interview, five from twenty three students they were (AS, DR, FHS, MU, MKH) AS, DR, , said that the strategy usde used in learning synonyms as noun was note-making which note-making was writing down the main idea, important points outline, or summary of information presented orally or in writing. This strategy easier in learning synonyms because with write down the word the students easy to remember that word. Some of the students wrote down the new word in note book and she brought wherever she go. Sometimes also if she found the new word in the field she wrote down that word. In other hand sometimes the students used the directed physical response strategy while directed physical response was relating new information to physical action as with directives. The students applied the

word after they got a new synonyms. strategy if the found the word not familiar with them. And three other students FHS MU, MKH said that the strategy used in learning synonymas noun was Imagery which learning processes was relating new information to visual concepts in memory via familiar easily retrievable visualizations, phrases or locations. The students easy to use this strategy because the students imagine the word to their familiar word, so the word will easy to remember.

Based on the result above the researcher could be concluded that the students' strategies in learning synonyms as noun in short text was note-making and Imagery strategy.

c. Adjective

In the interview, six from twenty three students they were (AN, DH, EY FK, LH) AN, DH, EY said that the strategy used in learning synonym as adjective was directed physical response which directed physical response was relating new information to physical action as with directives. Furthermore sometimes the students used key word strategy which key word strategy was remembering a new word in the second language by 1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and 2) generating easily recalled images of some relationship with the new word. This strategy easir for the students because in this case they remember what is the key word from one word to new word, so this strategy easy to used by students. In addition two other students FK, LH, said that the

strategy used in learning synonyms and antonyms in short text was note-making strategy which note-making was writing down the main idea, important points outline, or summary of information presented orally or in writing

Based on the result above the researcher could be concluded that the students' strategies in learning synonyms as adjective in short text was directed physical response and note making strategy.

2. Antonyms

a. Verb

In the interview, five from twenty three students they were (AN, DH, EY, FK, LH) AN, DH, EY said that the strategy used in learning antonyms as verb was inference. This strategy using available information to guess meanings of new items, predict outcome or fill in missing information. Furthermore the students used directed physical response which directed physical response was relating new information to physical action as with directives. And FK, LH said that the strategy used in learning antonym as verb was note-making, this strategy used in learning antonyms as verb because it writing down the main idea, important points outline, or summary of information presented orally or in writing.

Based on the result above the researcher could be concluded that the students' strategies in learning antonyms as verb in short text was inference and note-making strategy.

b. Noun

In the interview, six from twenty three students they were (AS, DR, FHS, MU, MKH) AS, DR, FHS said that the strategy used in learning antonym as noun was question for clarification which question for clarification was Asking a teacher or other native speaker for repetition paraphrasing, explanation and/ or examples. This strategy used because noun did not have many opposite because of that the students asked the teacher more explanation and more examples. Furthermore, sometimes the students used the strategy Imagery which relating new information to visual concepts in memory via familiar easily retrievable visualizations, phrases or locations . In addition MU, MKH said that the strategy used in learning antonyms was key word which key word strategy was remembering a new word in the second language by 1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and 2) generating easily recalled images of some relationship with the new word.

Based on the result above the researcher could be concluded that the students' strategies in learning antonyms as noun in short text was question for clarification and which key word strategy.

c. Adjective

In the interview, six from twenty three students they were (AS, DR, FHS, MU, MKH) AS, DR, FHS said that the strategies used in learning antonyms as adjective was directed physical response which directed physical

response was relating new information to physical action as with directives. In other hand sometimes the students used field note because antonyms as adjective very much found in text. In addition, MU, MKH said that the strategy used in learning antonyms as adjective in antonyms was note-making which note-making was writing down the main idea, important points outline, or summary of information presented orally or in writing.

Based on the result above the researcher could be concluded that the students' strategies in learning synonyms as noun in short text was directed physical response and note-making strategy.

After the researcher found the students ability in mastering synonyms and antonyms in short text and the students difficulties in mastering synonyms and antonyms in short text the researcher gave the table to make this research more comprehend about their strategies in mastering synonyms and antonyms in short text:

Table XII
The Result Of The Interview in Learning Synonyms And Antonyms In Short Text

No	Indicators	Interviews	Strategies
1.	Synonyms Verb	5	- Five students used cognitive strategy and learning process was key word strategy and directed physical

			responsestrategy.
	Noun	3	<ul style="list-style-type: none"> - Three students used cognitive strategy and learning process was note making strategy and imagery strategy.
	Adjective	3	<ul style="list-style-type: none"> - Three students used cognitive strategy and learning process was directed physical response strategy and note making strategy.

2.	Antonyms		
	Verb	3	- Three students used cognitive strategy and learning process was inference strategy and two students used note making strategy.
	Noun	3	- Three students used affective strategy and learning process was question for clarification and which key word strategy.
	Adjective	3	- Three students used cognitive strategy and learning process was directed physical response and note-making strategy.

B. The Description of Students' Achievement in Learning Synonyms and Antonyms in Short Text at Grade VIII Pondok Pesantren Al-Khoir Mananti Padang Lawas.

After the researcher gave a test to the students, the researcher found many students' strategies in learning synonyms and antonyms in short text at grade VIII Pondok Pesantren Al-Khoir Mananti Padang Lawas. The description scores of the

students achievement synonyms and antonyms in short text could be seen as table below:

TableXIII
The Description of Students' Achievement in Learning
Synonyms andAntonyms in Short Text

No	Students' Initial	Total Score
1.	ANS	47.5
2.	ASH	52.5
3.	AS	65
4.	AN	50
5.	AHN	20
6.	AN	62.5
7.	DR	55
8.	DHW	55
9.	DH	75
10.	EH	37.5
11.	EY	42.5
12.	ELN	52.5
13.	FK	62.5
14.	FHS	27.5
15.	HT	37.5
16.	KN	47.5
17.	LS	50
18.	LH	60
19.	Lilis	65
20.	MU	55
21.	MKH	75
22.	ML	50
23.	NA	55
SUM		1252
MEAN SCORE		54.43

Based on table above, it could be concluded that there was1 student got 20 score, 1 student got 27.5 score, 2 student gets37.5 score, 1 studentgot 42.5 score, 2 students got 47.5 score, and 3 student got 50score,

2 students got score 52.5 score, 4 students got 55 score, 1 students got 60 score, 2 students got 62.5 score, 2 students got 65 score, 2 students got 75 score. Therefore, from 23 students in class VIII-1, 2 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, 21 students did not pass the Minimum Mastery Criterion (KKM) 75 score. Based on the calculation, the mean score of the class was 54.43. It showed that the students' achievement in learning synonyms and antonyms in short text still into enough categories. It could be seen on the table Riduan:¹

Table XIV
Criteria Score Interpretation

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high.

C. Discussion

Analyzing the collecting data, It was gotten that an analysis of students' strategies in learning synonyms and antonyms in short text at grade VIII Pondok Pesantrean Al-Khoir Mananti Padang Lawas was cognitive and affective strategies. It could known from the students interviewed and the students achievement by using cognitive and affective strategies in their test.

While according to research done by Wirda Halwi's script entitled "Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms at SD

¹ Riduan, *Lo.cit*, p. 63.

Negeri 116254 Ranto Jior”.² The researcher was analyzed that mean score of students in cycle I was 48.21 and from 30 items, it means that the students did not get English minimum score yet. But in cycle II, it could seen that the mean score increase 56.50. The increasing score from 48.21 to 56.50 is 8.29; “t” calculate was – 22.5 with 45 degree freedom. Based on the result of students in cycle, the hypothesis of the research was accepted.

Then Benny Hardy with the thesis title “The Students’ Ability in Identifying Antonims In Scientific Texts. The population was 2006/2007 second year students social class of MA Negeri 3 Tanjung Balai.”³ The method of the research is descriptive quantitative method and library research. He has concluded his research that students who are able is 41 students, and the students are unable are 37 students or 52.6% of students are able and 47.4% of students are unable in identifying antonyms in scientific text, but they still has a problem in term of in identifying antonyms in scientific text because they has problem in term of vocabulary.

The students were lack of learning synonyms and antonyms in short text . It could be seen from the students’ score. Almost all of student got low score. In addition, based on the researcher interview, the researcher found the students did not answer. From the explanation above that the students’ strategies in learning synonyms and antonyms in short text if connected with result of the research was inappropriate

²Wirda Halwi, *Op. Cit.*, p.65.

³Benny Hardy, *Op. Cit.*, p.70

because they used the good strategy but in the test their strategy was not applied in doing the test.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of the research the researcher took the conclusions as: The students' strategies in learning synonyms and antonyms in short text at grade VIII Pondok Pesantren Al-Khoir was cognitive strategy which learning processes was directed physical response, note-making, imagery, key word, Inference and affective strategy which learning process was question for clarification. Based on the students strategy they found enough score (54.43%), it could be seen from the students test. It means their strategy did not applied in their daily life and inappropriate, it seem from their achievement in the test.

B. Suggestion

Based on the conclusions and the implication of the research that have been mentioned previously, the researcher would like to give some suggestions to people who get benefits from this research.

a. To the head master of Pondok Pesantren Al-Khoir Mananti Padang Lawas shall active to look his' students' ability while communicate or interact with their friend used English and always give motivation the English teacher to increase her ability in teaching vocabulary. In addition for English teacher who lived in the boarding school to more active and emphasize to order the students used English speaking week. The Arabic and English must be balanced in this boarding.

- b. To English teacher, especially English teacher who live in boarding school is hoping to develop and emphasize the students' ability in mastering vocabulary and used that vocabulary in their daily life when interact with their friends or teacher.
- c. To the students at grade VIII Pondok Pesantren Al-Khoir Mananti Padang Lawas shall do exercise in learning vocabulary, especially , synonym , antonym and must speak English when English speaking day. The Arabic and English must be balanced in your daily life because English is also important in your education.

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