AN ANALYSIS ON THE STUDENTS' ABILITY IN UNDERSTANDING VOCABULARY AT FIRST YEAR STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM (TBI) STAIN PADANGSIDIMPUAN

A THESIS

Submitted to the English Education Study Program of State College for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program
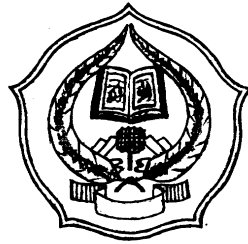
By :

TRILANTI
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ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN**

2013

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Submitted to State College for Islamic Studies (STAIN)
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English Program

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ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2013

Padangsidimpuan, 29th August 2013

Term   : Munaqosyah   To :

    a.n. Trilanti   Bapak Ketua STAIN Padangsidimpuan

I Term : 5 (five) Exampler   di-

                                          Padangsidimpuan
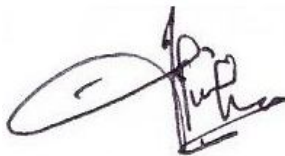
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Trilanti, entitle "**AN ANALYSIS ON THE STUDENTS' ABILITY IN UNDERSTANDING VOCABULARY AT FIRST YEAR   STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM (TBI) STAIN PADANGSIDIMPUAN".** We assume that the thesis has been acceptable to complete the assignments and fulfil 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 and thank you for your attention.

Wassalamu'alaikum Wr. Wb.

      Advisor I   **Advisor II**

Eka Sustri Harida, M. Pd.   **Fitri Rayani Siregar, M. Hum.**
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SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan di bawah ini

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Judul Skripsi : An Analysis on the Students' Ability in Understanding Vocabulary at First Year Students of English Education Study Program (TBI) STAIN Padangsidimpuan.

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DECLARATION OF WRITING OWN THESIS

Name   : TRILANTI

Registration Number   : 09 340 0067

Department / Study Program   : Tarbiyah / TBI – 2

The Title of Thesis   : An Analysis on the Students' Ability in

 Understanding Vocabulary at First Year

 Students of English Education Study

 Program (TBI) STAIN Padangsidimpuan.

Declaring to arrange own thesis without asking for illegal helping from the other   side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

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Padangsidimpuan, September 5th, 2013

Declaration Maker

TRILANTI

Reg. No. 09 340 0067

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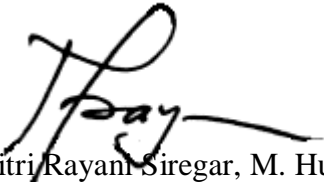
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Date   : September, 05th 2013

Time   : 09. 00 until finish

Result / Mark : 71.87/B

IPK   : 3. 24

Predicate   : Very Good

**RELIGION MINISTRY OF
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

LEGALIZATION

Thesis : AN ANALYSIS ON THE STUDENTS' ABILITY IN UNDERSTANDING VOCABULARY AT FIRST YEAR STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM (TBI) STAIN PADANGSIDIMPUAN

Written By : TRILANTI

Reg. No. : 09 340 0067

The Thesis had been accepted as a partial fulfillment of requirement for degree of Islamic educational scholar (S.Pd.I) in English program.

Padangsidimpuan, September 5[th]2013

Leader of State College

for Islamic Studies,

DR. H. IBRAHIM SIREGAR, MCL
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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, the researcher would like to convey her grateful to Allah SWT. The Most Creator and Merciful who has give her the health, time and chance for finishing this thesis: "**An Analysis of the Students' Ability in Understanding Vocabulary at First Year Students of Education Study Program (TBI) STAIN Padangsidimpuan**".
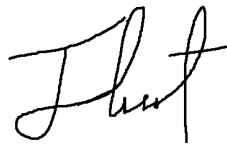
In writing this thesis, I assisted by some people and institutions. Therefore, in this opportunity I would like to expressed her gratitude to the following people:

1. Special thanks are due to Mrs. Eka Sustri Harida, M. Pd., and Mrs. Fitri Rayani Siregar, M. Hum., as my advisor I (one) and II (two) who have guided me to complete this research.

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3. Thanks are due to Hj. Zulhimma, S.Ag, M. Pd., as the Chief of Tarbiyah Department and her staff.

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7. Thanks are due to my brothers Pebria Muda, Noprizal, Bangun Rizki and Ahmad Fajar, my sisters Lanmarona, Renita and Mayora Indah who have gave support and motivation during studying in STAIN Padangsidimpuan.

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This thesis was still so far from being perfect based on the weakness on me. Therefore, I expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidimpuan, August 29th 2013

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ABSTRACT

Name : TRILANTI

Registration Number : 09 340 0067

Title : An Analysis on the Students' Ability in Understanding Vocabulary at First Year Students of English Study Program (TBI) STAIN Padangsidimpuan

The problem on the research is that the students of the first year at TBI STAIN Padangsidinpuan did not use English well in daily life and the students did not develop four skills because the students did not understand vocabulary. The students did not have many vocabularies. The students were understood vocabulary few.

The method research was done with descriptive analysis 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 37 students of analytical unit from 113 students at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan. Collecting data, the research was done the instrument of the research such as test and interview for the students and lecturer about ability in understanding vocabulary. Data processed and analyzed was done qualitative process.

Based on the result of research, researcher was found that the students' ability in understanding vocabulary at first year students of English Study Program (TBI) STAIN Padangsidimpuan, students were lack of understanding vocabulary namely prefix, suffix, synonym, antonym, polysemy, homonym, and hyponym. It could seen from the students' score was low (22. 5%); the students were faced in prefix, suffix, synonym, antonym, polysemy, homonym, and hyponym difficulties. The lecturer's efforts to overcome students' difficulties in an analysis of the students' ability in understanding vocabulary at first year students English Education Study Program (TBI) STAIN Padangsidimpuan there were : she was explained definitions about it. She was given examples. She was given exercise about it. She was commanded the students to discussed together. Last, she was given the students motivation every learning process.

CHAPTER I

INTRODUCTION

A. Background of the Problems

Vocabulary is very important in daily life. Vocabulary is need by human in communication. The human does not do communication or does not use language without comprehending vocabulary. Vocabulary can be arrange becomes a sentences and the sentences can be use as a language. Besides, vocabulary is basic element of English material. The students does not have skill in English without mastering English vocabulary.

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

وَعَلَّمَ ءَادَمَ ٱلۡأَسۡمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمۡ عَلَى ٱلۡمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسۡمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمۡ صَـٰدِقِينَ ﴿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]

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

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

its names". After those Allah SWT said to Adam as "Told Me the names of these if you truthful".

Last, vocabulary is very important to be known and studied by the human especially to the students. The students can communication or interaction to another people. Vocabulary is also important in four skills of English; in listening, reading, writing and speaking. The understanding four skills needs many vocabularies. The students who only have little vocabulary. The students understand four skills difficulty. Vocabulary is the base of four skills. The students does not develop four skill without understand vocabulary.

Further vocabulary can develop easily with understanding vocabulary likes ; word formations such as ; prefix, suffix and synonym, antonym, polysemy, homonym and hyponym. Its can help the students to comprehand English easily and the students can develop four skills.

Actually, the students of the first year at TBI STAIN Padangsidinpuan did not use English well in daily life and the students did not develop four skills because the students did not understand vocabulary. The students did not have many vocabularies. The students were understood vocabulary few.

Based on the above descriptions, the researcher interesting in conduct a research in the title **An Analysis on the Students' Ability in Understanding Vocabulary at First Year Students of English Education Study Program (TBI) STAIN Padangsidimpuan.**

B. Focus of the Research

As has been mentioned before, this research was dealing with an analysis on the students' ability in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan. The topic the researcher only limits on word formation, synonym antonym, polysemy, homonym, and hyponym.

C. Definition of Terminologies

1. Analysis

Analysis is study of planned complex series of procedures to decide the quickest, most efficient order for carrying out those procedures.[2] According by Simon Blackburn said that analysis is the process of breaking a concept down into more simple parts, so that its logical structure is displayed.[3] Based on the explanations above the researcher was concluded that analysis is the methods for found solution of the problem.

2. Students

Students is person who is studying at a college, polytechnic or university also boy or girl attending school.[4] Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.[5] Based on

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[2] A.S. Hornby, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 1974), p. 29.

[3] Simon Blackburn, "*Oxford Dictionary of Philosophy*" (*htt.www.co.au accessed* at June 04, 2013 retrieved on 11 pm).

[4] A.S. Hornby, A P Cowie, et. al., *Op. Cit.,* p. 859.

[5] Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2005), p. 1077 .

the definitions above, the researcher was concluded that students are an person at first year of English Education Study Program (TBI) STAIN Padangsidimpuan.

3. **Ability**

Ability is capacity or power.[6] Mariam says that "Ability is aquality or being able, especially in physical, mental or legal power to perform".[7] Based on the explanations above the researcher was concluded that ability is capacity or power students to perform.

4. **Understanding**

Understanding is persons' feelings or point of view, having or showing insight.[8] Understanding is the ability or the power to understand something.[9] Based on the explanations above the researcher was concluded that understanding is the power to understand, the intellectual faculty and the intelligence by persons'.

5. **Vocabulary**

Vocabulary is total number of words which (with rules for combining them) make up a language.[10]According to David L. Stepherd; he said that vocabulary

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[6] A.S. Hornby, A P Cowie, et. al, *Op. Cit*., p. 2.
[7] A. Mariam Webste, *Webster's Colegiate Thesaurus* (USA : Massa Chusettes 1976), p. 33.
[8] A.S. Hornby, A P Cowie, et. al., *Op. Cit*., p. 939.
[9] Merriam Webster, "Dictionary/ Comprehension" (*http:www.com accessed* at June 05, 2013 retrieved on 15:45 pm).
[10] A.S. Hornby, A P Cowie, et. al, *Op. Cit*., p. 959.

is one of the most significant aspects of language development.[11] Vocabulary is more that a list of target language of word.[12] Based on the explanations above the researcher was concluded that vocabulary is a language component which vocabulary give information or explanation in a language terms and vocabulary is a fundamental of language which language without vocabulary.

6. **TBI**

TBI is the study program in develop learning and Tadris English research with developed values Islamic and English knowledge to made madani society.[13]

Based explanations above the researcher was concluded that an analysis on the students' ability in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan is the process to know capacity of the students in understanding words and it to know language component which it give information or explanation in a language terms by students' at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan.

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[11] David L. Stepherd, *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods* (USA: Bell and Howel Company, Co, 1973), p. 39.

[12] David Nunan, *Practical English Language Teaching* (New York: Mc. Grown-Hill Companies Inc, 2003), p. 258.

[13] Fatahuddin Aziz Siregar, et. al., *Panduan Mahasiswa Baru* (Padangsidimpuan : STAIN, 2011), p. 14.

D. Formulation of the Problems

Based on the explanations above the researcher come to formulate the problems of the study as follow :

1. To what extent is students' ability in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan?

2. What are students' difficulties in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan?

3. What are the lecturers' efforts to overcoming the students' difficulties in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan?

E. The Aims of the Research

The aims of the research are :

1. To know the students' ability in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan.

2. To know the students' difficulties in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan.

3. To know the teachers' efforts to overcoming the students' difficulties in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan.

F. Significances of the Research

The using of the research are follow :

1. To the head of English Education Study Program as information about the ability and difficulties by students in understanding vocabulary.

2. To lecturer of English to know solution of the problems by students in understanding vocabulary.

3. To other researcher as addition of material to do a further research in the same field.

G. Outline of the Thesis

The outline of the thesis included in to five chapters, there were:

The chapter one discussed about introduction. It was explained about background of the problems, it was about problems in this research. Focus of the problems was about limitation of the research. Definition of terminologies were about meaning of some words that important to knew. The formulation of the problems were about the forming of the problem. The aims of the research were about something that to reach. The significances of the research were about the advantages of the research and outlines of the script were about all sub chapter that important to explained in this research.

The chapter two were theoretical description which it was explained about theoretical description likes; descriptions of theory especially definition of analysis, it definition of students ability, it definition of understanding vocabulary. The chapter two also discussed about review of related findings were about some research had been done by researchers.

The chapter three discussed of research methodology. It was explained of place and time of the research was done of the research. Kind of the research was about method of the research. The sources of the data were about primary data and secondary data. Instruments of collecting data were about interview and test. The techniques of data analysis was P = f/N x 100 % and techniques of checking trustworthiness were about nine techniques to determine the data trustworthiness stated to Lexy J. Moleong.

The chapter four discussed about the result of the research. It was explained findings likes; general findings were about stand history, situation of equipments and facilities, structure organization of Tadris Bahasa Inggris, and specific findings. The chapter four also discussed about discussions. The fifth chapter was closing that it was explained about conclusion and suggestion from the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

1. Description Theory

a. Definition Analysis

Analysis is collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decision about the goals and content of a language course.[1] Analysis is study of planned complex series of procedures to decide the quickest, most efficient order for carrying out those procedures.[2]According to Simon Blackburn said that analysis is the process of breaking a concept down into more simple parts, so that its logical structure is displayed.[3] Based on the explanations above that analysis is collect information that can be used to develop a profile of students in understanding vocabulary.

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[1] Jack C. Richards, *Curriculum & Development in Language Teaching* (America : Cambridge University Press, 2011), p. 90.

[2] A.S. Hornby, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 1974), p. 29.

[3] Simon Blackburn, ''*Oxford Dictionary of Philosophy*'' (*htt.www.co.au accessed* at June 04, 2013 retrieved on 11 pm).

b. Definition Students' Ability

According to Hornby state that the students is a person studying at a school, college, university, etc.[4] while in Indonesia dictionary the student is a learner especially on the grade of elementary, junior, and senior high school.[5] Ability is capacity or power.[6] Mariam says that "Ability is aquality or being able, especially in physical, mental or legal power to perform".[7]

Based on the definitions above that the researcher concluded that the student is a person have capacity or power in understanding vocabulary that the students is studying in university.

c. Definition Vocabulary

Vocabulary is one of the most obvious components of language and one of the first things applied linguistic turned their attention.[8] Vocabulary is groups of word should be learned as units.[9] According Shirly Burnidge says "Vocabulary is all the words in language list of words in lesson or books, all the word that one person knows".[10]

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[4] A.S. Hornby, A P Cowie, et. al, *Op. Cit*., p. 1344

[5] Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2005), p. 1077

[6] A.S. Hornby, A P Cowie, et. al, *Op. Cit*., p. 2.

[7] A. Mariam Webste, *Webster's Colegiate Thesaurus* (USA : Massa Chusettes 1976), p. 33.

[8] Jack C. Richards, *Op. Cit.,* p. 4.

[9] David Nunan, *Practical English Language Teaching* (New York: Mc. Grown-Hill Companies Inc, 2003), p.131.

[10] Shirly Burnidge, *Oxford Basic English Dictionary* (New York : Oxford University Press, 1981), p. 477.

According to Hornby stated that the vocabulary as the total number of words which (with rules for combining them).[11] According to Penny said that : "Vocabulary can be defined, roughly, as the words we teach in the foreign language".[12] According to Barnhart said that vocabulary as : "...(1) Stock of words used by person, class of people, profession, etc. (2) A collection or list of words, usually in alphabetical order and defined".[13]

According to Jack C. Richard and Willy A Renandya says "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write".[14] According to Thomas Nelson says "Vocabulary is a list of word explained in alphabetical order".[15]

Based on the definitions above the researcher concluded that vocabulary is a language component which vocabulary give information or explanation in a language terms. In learning vocabulary there are some materials that relation with word formation likes; prefix, suffix and synonym, antonym, polysemy, homonym and hyponym. Those can help students in understanding vocabulary deeper. There are :

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[11] A.S Hornby, A P Cowie, et. al., *Loc. Cit.*

[12]Penny Ur, *A Course in Language Teaching: Practice and Theory* (Tkt: CambridgeUniversity Press, 1991), p. 60.

[13] Cynthia A. Barnhart, *The Facts on File Student's Dictionary of American English,* Facts on File (America : Inc. 2008), p. 697.

[14] Jack C. Richard & Willy A Renandya, *Methodology in Language Teaching an Anthology of Carrent Practice* (USA : Cambridge Universiry Press, 2000), p. 225.

[15] Thomas Nelson, *The Award Compact English Dictionary,* (London: Award Publication, 1985), p. 612.

1) Word formation

Word formation is a word that constructed by adding prefix, suffix, in base word and root. Affixation is a process of adding affix or singular in order to form a new word. In word formation discuss about affixes. Affixes may be described as relational marters that fit words use in syntax.[16] Affixes is a letter or sound, or group of letter or sounds (A morpheme) which is added to a word and which changes the meaning or function of the word.[17]

Based on the statements above, the researcher concluded that affixation is the process of adding words at the beginning and ending of words which change the meaning of basic words. There are :

a) Prefix

Prefix is a letter or group of letters added at the beginning of word. According Nirmala Sari prefix is added to the beginning of free morphemes or other prefixes.[18] The concluding on the statement above that prefix is adding at the beginning of words.

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[16] Howard Jackson & Etienne Ze' Ampela, *Words, Meaning and Vocabulary* (London and Newyork : Cassel, Tht), p. 71.

[17] Jack C. Richards, *Longman Dictionary of Language Teaching and Applied Linguistics* (Tkt : Longman, Tht), p. 11.

[18] Nirmala Sari, *An Introduction to Linguitics* (Jakarta : Departemen Pendididkan dan Kebudayaan, 1988), p. 96.

Table I
Examples of Prefix

No	Prefixes
1.	Dis + connect = Disconnect.
2.	Super + man = Superman.
3.	Poly + gamy = Polygamy.
4.	Syn + onym = Synonym.
5.	Super + market = Supermarket.
6.	Try + cycle = Trycycle.
7.	Under + stand = Understand.
8.	En + able = Enable.
9.	Ambi + tion = Ambition.
10.	Extra + ordinary = Extraordinary.
11.	Ex + tract = Extract.
12.	Col + lect = Collect.
13.	Ex + press = Express.
14.	Mis + manage = Mismanage.
15.	Over + charge = Overcharge.[19]

b) Suffix

Suffix is a syllable or group of syllables added to the end of a word root to form a new word.[20] According to oxford's dictionary define suffix is a letter, sounds or syllable added the end of a word to make another word.[21] According to Nirmala Sari said suffix is added to the end of free morpheme or other suffixes.[22] The concluding on the definitions above that suffix is a group of letters place at the end of a word to made a new word.

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[19] Jayanthi Dakshina Murthy, *Contemporary English Grammar* (Delhi : Book Palace, 2003), p. 347-38.

[20] Ruby Diamond, *Writing and Grammar Communication in Action Platinum Level* (Tkt : Prentice Hall, Tht), p. 776.

[21] A.S Hornby, A P Cowie, et. Al, *Op. Cit.*, p. 7.

[22] Nirmala Sari, *Op. Cit.*, p. 7.

Table II
Examples of Suffix

No	Suffixes
1.	-dom = Free + dom = Freedom → Used to form a noun.
2.	-ed = Look + ed = Looked → Used to form verb.
3.	-al = Verb + al = Verbal → Used to form of adjective.
4.	-ance = Assist + ance = Assistance → Used to form of noun.
5.	-ant = Assist + ant = Assistant → Used to form of adjective.
6.	-ee = Employ + ee = Employee → Used to form a noun.
7.	-en = Eat + en = Eaten → Used to form a verb.
8.	-ion = Act + ion = Action → Used to form a noun.
9.	-ism = Social + ism = Socialism → Used to form a noun.
10.	-ary = Necess + ary = Necessary → Used o form a adjective.
11.	-full = Play + full = Playfull → Used to form adjective.
12.	-ish = Publ + ish = Pablish → Used to form verb.
13.	-en = Fall + en = Fallen → Used to form verb.
14.	-ly = Week + ly = Weekly → Used to form adverb.
15.	-ly = Loud + ly = Loudly → Used to form adverb.[23]

2) Synonym

The term 'synonym' comes from a Greak word (Sunonumon) means having the same meaning.[24] Synonym is a word which has identical meaning is called a synonym.[25] Synonym is the similarity of meaning.[26] The concluding on the explanations obove that synonym is the words or phrase having the same meaning.

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[23] Jayanthi Dakshina Murthy, *Op. Cit.,* p.349-350.
[24] Howard Lacson & E. Z. Amelia, *Word, Meaning and Vocabulary an Introduction to Modrn Lexicology* (Great Britain : The Cramwell Press, 2000), p. 91.
[25] Jayanthi Dakshina Murthy, *Op. Cit.,* p. 407.
[26] David Nunan, *Op. Cit*., p. 130.

Table III
Examples of Synonym

No	Synonyms	
1.	Custom	Habit
	Shaking hands is a **custom** of the British.	He has no bad **habit**.
2.	Alow	Permit
	She **allowed** me to park my car in her compound.	My father **permitted** me to read the letter.
3.	Cool	Cold
	A **cool** breeze was bowing.	I can not endure **cold** climate.
4.	Able	Capable
	I shall be **able** to help you when I get money.	She is **capable** of teaching English to young children.
5.	Adapt	Adopt
	We have to **adapt** ourselves to changing times.	I **adopted** a novel technique in teaching.
6.	Assent	Consent
	The president gave his **assent** to the bill.	He expressed his **consent** to sell the house.
7.	Enough	Sufficient
	They have **enough** money to spend.	He accumulated **sufficient** wealth to his daughter.
8.	Beautiful	Pretty
	Syahrini is **beautiful** girl.	Syahrini has a **pretty** face.
9.	Bring	Fetch
	Please **bring** me a book from the library !	Could you please **fetch** me a cool drink ?
10.	Ceiling	Roof
	We have to get the **ceiling** of our house repaired.	I saw a bird on the **roof** of my house.[27]

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[27] Jayanthi Dakshina Murthy, *Op. Cit.,* p. 409.

3) Antonym

Antonym is two sentences that differ in polarity like these are mutually contradictory.[28] Antonym is the words that have meaning disagree with another words.[29] Based on the explanations above that antonym is a word have opposite meaning or different in meaning.

Table IV
Examples of Antonym

No	Antonyms	
1.	On	Off
	The television is **on** now.	The television is **off** now.
2.	Old	Young
	Mr. Adam is an **old** man.	Mr. Adam is a **young** man.
3.	Wide	Narrow
	The road is **wide** here.	The road is **narrow** here.
4.	Began	End
	Began discussion today let's say Basmallah.	**End** our metting today let's say Hamdallah.
5.	Open	Close
	Open the door !	**Close** your book !
6.	Thick	Thin
	My book is **thick**.	Datuk maringgih is **thin** man.
7.	Go	Comes
	I **go** to campus.	Sakhrulkhan **comes** to Indonesian.
8.	Teach	Learn
	Miss. Kholijah **teachs** Al-qur'an to all children muslim.	Aisyah **learns** Alqur'an from Miss. Kholijah.
9.	Agree	Disagree
	I **agree** your argument.	I **disagree** your argument.
10.	Clean	Dirty
	My sister **clean** my clothes.	My shoes **dirty**.[30]

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[28] Charles W. Kreidler, *Introducing English Semantics* (London : Routledge, 2000), p. 100.
[29] Hendry Guntur Tarigan, *Pengantar Semantik* (Bandung : Angkasa, 1990), p. 36.
[30] Jayanthi Dakshina Murthy, *Op. Cit.,* p. 399.

4) Polysemy

Polysemy is refer to the situational where the same word has two or more different meanings (from Greek *poly*, 'many' + *semeion,* 'sign').[31] Polysemy is an lexem that have double meaning.[32] Polysemy is a word having two or more close related meanings.[33] Based on the explanations above the researcher concluded polysemy is a word that it have two or more meaning.

Table V
Examples of Polysemy

No	Polysemy
1.	Bank 1. A financial institution. 2. The building where a financial institution offers services.
2.	Book 1. A bound collection of pages. 2. A text reproduced and distributed (Thus, someone who has read the same text on a computer has read the same book as someone who had the actual paper volume.
3.	Wood 1. A piece of a tree. 2. A geographical area with many trees.
4.	Crane 1. A bird. 2. A type of construction equipment. 3. To strain out one's neck.
5.	To get 1. Procure (I'll get the drinks). 2. Become (She got scared).

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[31] Howard Jackson & Etienne Ze' Amvela, *Op. Cit.*, p. 58.
[32] Mansoer Pateda, *Semantik Leksikal* (Manado : Nusa Indah, 1986), p. 104.
[33] Jack C. Richards, et. al., *Op. Cit*., p. 282.

5) Homonym

Homonym is a word which is similar and identical with another word in sound or pronounciation is know.[34] Homonym is refers to a situational where we have two or more words with the one shape.[35] Homonym is a word that have similar sound but have different meaning.[36] Homonym is two of words similarly but have different meanig.[37] Based on the explanations above that homonym is a word which same sounds or same pronunciation and sometimes same spelling but homonym have different meaning.

[34] Jayanthi Dakshina Murthy, *Op. Cit.,* p. 434.
[35] Howard Jackson & Etienne Ze' Amvela. *Loc. Cit.*
[36] Hendry Guntur Tarigan, *Op. Cit.,* p. 91.
[37] Abdul Chaer, *Linguistic Umum* (Jakarta : PT. Rineka Cipta, 2003), p. 302.

Table VI
Examples of Homonym

No	Homonyms	
1.	Floor	Flour
	The office is located at the ground **floor**.	We make pudding with wheat **flour**.
2.	Right	Write
	He wrote **right** answers to all question.	I wanted to **write** a novel for my brother.
3.	New	Knew
	I'm very keen at reading **new** books.	I **knew** Budi very well.
4.	Access	Excess
	I have god **access** to the chief minister.	**Excess** of smoking is injurious to health.
5.	Affect	Effect
	Mayora drinking **affect** his health.	Mario teguh sign **effect** many economic reforms.
6.	Air	Heir
	We need fresh **air** to breathe.	A person who in **heirs** some property.
7.	Angel	Angle
	Muhammad saw an **angel** in his dream.	I learnt the formation of different **angles**.
8.	Berth	Birth
	I reserved a **berth** in the train.	I am physically handicapped person by **birth**.
9.	Allowed	Aloud
	I was **allowed** to go early.	I talked **aloud** to her.
10.	Blew	Blue
	She **blew** out the candle in the room.	Jhon has **blue** eyes.[38]

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[38] Jayanthi Dakshina Murthy, *Op. Cit.*, p. 434.

6) Hyponym

Hyponym is items that serve as specifix.[39] Hyponym is a word not by any means a complete taxonomy, or a very accurate one.[40] Hyponym has relationship two words, in which the meaning of one of the words includes the meaning of the other word.[41] Based on the explanations above that hyponym is an words have relationship between general words and specifix words or an word of more specific meaning than an general or super ordinate term.

[39] Penny Un, *Acorse in Language Teaching* (Australia : Ambridge University Press, 1991), p. 62.

[40] Howard Jackson & Etienne Ze' Amvela, *Op. Cit.,* p. 102.

[41] Jack C. Richards, et. al., *Op. Cit.,* p. 160.

Table VII
Examples of Hyponym

No	Hyponyms
1.	Animals
	1. Lion,
	1. Mouse,
	2. Zebra, etc.
2.	Clothes
	1. Bathrobe,
	2. Shirt,
	3. Blazer, etc.
3.	Fruits
	1. Orange,
	2. Mango,
	3. Pine-apple, etc.
4.	Cates
	1. Pudding,
	2. Biscuit,
	3. Pizza, etc.
5.	Drinkes
	1. Tea,
	2. Coffee,
	3. Jouce, etc.
6.	Accessories
	1. Glasses,
	2. Hat,
	3. Purse, etc.
7.	Tools
	1. Knife,
	2. Hammer,
	3. Mallet, etc.
8.	Bodies
	1. Tongue,
	2. Foot,
	3. Wrist, etc.
9.	Musics
	1. Tamborine,
	2. Trumpet,
	3. Viola, etc.
10.	Buildings
	1. Masque,

| | 2. Hospital. |
| | 3. School.[42] |

d. Definition Understanding Vocabulary

Understanding is one of the most appropriate uses for pictures is for the presenting and checking of meaning.[43] Understanding is realizing other persons' feelings of point or view.[44] Understanding is the ability or the power to understand something.[45] Based on the definitions above that understanding is the ability persons' feeling of point for view to understand something. It means the students have ability feeling of point for view to understand about vocabulary.

Based on the explanation above that understanding vocabulary is the ability to understand the list of words. It means that the students have ability in understanding and using the words and meaning.

B. Review of Related Findings

Related to this research, some research had been done as below : First, Adelinda Batubara "The Ability of the Grade X Students of SMA Negeri 6 Padangsidimpuan in Mastering Vocabulary". The concluding of her research, the grade X students of SMA Negeri Padangsidimpuan in 2010 – 2011 academic year

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[42] Andreas Halim, *Kamus Lengkap 800 Milyard* (Surabaya : Fajar Mulya, Tht), p. 592 -598.

[43] Jeremy Harmer, *The Practice of English Language Teaching* (America : Longman, 2000), p. 135.

[44] A.S Hornby, A P Cowie, et. al, *Op. Cit.*, p. 939.

[45] Merriam Webster, "Dictionary/ Comprehension" (*http:www.com accessed* at June 05, 2013 retrieved on 15:45 pm).

was the total value of the students in mastering vocabulary was 75.74 and it categorized into sufficient ability. Because, the position of the students value mean score was 60 – 79. Thus , it could said that the ability of the grade X students of SMA Negeri 6 Padangsidimpuan in 2010 – 2011 academic year was still have difficult to master some vocabularies.[46]

Next, Abdullah Yasid "The Correlation between Teaching Aids and the Students' Vocabulary Mastery of the Grade IX at SMP Negeri 1 Siabu in 2010 – 2011 Academic Year". The concluding of his research was did not effective, because after distributing the questionaries, it was found that the mean score of the students was 29. 93. And, after calculating the students score, it was found that the value of the mean score of the students in mastering vocabulary 67.09.[47]

Finally, Erniati "The Effect of Communicative Approach to the Students' Vocabulary Mastery of the Grade IX at SMA Negeri 2 Siabu in 2010 – 2011 Academic Year". The concluding of her research was using communicative approach there was better than without using communicative approach. After finding the data it was found that the total score of students in pre – test and post – test of experimental group was 50. 16 and 74. 33. The mean score of post- test of experimental group was greater than pre–test.[48]

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[46]Adelinda batubara, "The Ability of the Grade X Students of SMA Negeri Padangsidimpuan in Mastering Vocabulary" (A Thesis, UMTS Padangsidimpuan , 2011), p. 52.

[47] Abdullah Yasid, "The Correlation between Teaching Aids and the Students' Vocabulary Mastery Rese the Grade IX at SMP Negeri 1 Siabu in 2010 – 2011 Academic Year" (A Thesis, UMTS Padangsidimpuan , 2011), p. 60.

[48] Erniati, "The Effect of Communicative Approach to the Students' Vocabulary Mastery of the Grade IX at SMP Negeri 2 Siabu in 2010 – 2011 Academic Year" (A Thesis, UMTS Padangsidimpuan, 2011), p. 64.

Based on the explanations above that review of related findings were have relationship with an analysis on the students' ability in understanding vocabulary that the students' were have ability in understanding vocabulary low categories because the students had master in understanding vocabulary difficulty.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at STAIN Padangsidimpuan. The address of the University is in street Imam Bonjol Km. 4.5 Sihitang. Call number (0634) 22080 Fax. (0634)-24022 Padangsidimpuan 22733. This research was done from October 2012 up to September 2013.

B. Kinds of the Research

This research was done qualitative descriptive. This research was done a content analysis method with kind is 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 was done descriptive method. Descriptive research is involves 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, the researcher was concluded that descriptive research means to analyzed or made a sense perception (descriptive) about

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[1] L. R Gay & Peter Airasian, *Educational Research ; Competence for Analysis and Application* (USA : Prentice Hall, 2000), p. 8.
[2] *Ibid.*, p. 315.

situation or events. It was used to described the students' abilityin understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan.

C. The Source of the Data

The source of data this research consist of :

1. Primary data, the data was done from the students at first year TBI STAIN Padangsidimpuan. The students were 113 students. The students were devided into three classes. The class TBI – 1 was 39 students, TBI – 2 was 37 students, and TBI – 3 was 37 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.[3] Riduan 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".[4] Actually, the researcher was taken one class to done the research. The researcher was taken from TBI-3 was 37 students.

2. Secondary data, the data was collected from vocabulary lecturer.

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[3] *Ibid*., p. 138.
[4] Riduan, *Belajar Mudah untuk Guru-Karyawan dan Peneliti Pemula* (Bandung : Alfabeta, 2005), p. 63.

D. Instrument of Collecting Data

The key instrument of this research is the researcherself. The researcher was taken the data by the students and the lectuter to collected the valid data.

Based on the source of data, for the primary data the researcher was used the test 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 qualitative (e.g. test scores) data in studies, resulting in the need for statistical analysis".[5] 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".[6]

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

1. Interview

Interview is a purposeful interaction usually between two person.[7] Interview is the form of communications, art of questions and hear.[8] This research, the researcher was interviewed the lecturer and the students about the students' ability in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan, the students' difficulties in understanding vocabulary at first year students of English Education Study

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[5] L.R Gay& Peter Airasian, *Op. Cit.,* p. 109.
[6] Suharsimi Arikunto, *Menajemen Penelitian* (Jakarta : PT. Rineka Cipta, 2003), p. 223.
[7] L.R Gay & Peter, *Op. Cit.,* p. 219.
[8] Norman K. Denzin & Yvonna S. Lincoln, *Hand Book of Qualitative Research*, (Yogyakarta : Pustaka Pelajar, 2009), p. 495.

Program (TBI) STAIN Padangsidimpuan and the lecturers' efforts to overcome difficulties in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan.

2. Test

Test is some question to get information that pointed understanding vocabulary.[9] Appropriate with the instrument of this research, the researcher want to analysis of the students' ability in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan. This research, researcher was given test about prefix, suffix, synonym, antonym, polysemy, homonym and hyponym. The analysis students' ability, the researcher was given question to the students in form multiple choice. The indicators prefix, suffix, synonym, antonym and polysemy were each six items. The indicators homonym and hyponym were each five items. The items were fourty questions. Every questions were 2.5 scores, so the total scores were 100 scores.

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[9] L.R Gay& Peter Airasian, *Op. Cit.,* p. 219.

Table I
Indicators of the Test

No	Indicators	No. Items	Items	Scores
1.	Word formations			
	1. Prefix	1, 8, 15, 22, 29, 36,	6	2.5
	2. Suffix	2, 9, 16, 23, 30, 37,	6	2.5
2.	Synonym	3, 10, 17, 24, 31, 38,	6	2.5
3.	Antonym	4, 11, 18, 25, 32, 39,	6	2.5
4.	Polysemy	5, 12, 19, 16, 33, 40.	6	2.5
5.	Homonym	6, 13, 20, 17, 34,	5	2.5
6.	Paronym	7, 14, 21, 18, 35,	5	2.5
	Total		40	100

The techniques for collecting data with the test as follow :

a. The researcher was prepared the test.

b. The researcher was given writing test to the students according the sample stated, and the researcher gave the test with fill the blank with correctly.

c. The researcher was determined the time of doing the test.

d. The researcher was given chance or time for students to something left or did not clear in doing the test.

e. The researcher was asked the students were done test and the researcher look after the students during the test time.

f. After students finish answering the test, then the researcher was collected the students' answer to analyzed.

E. The Techniques of Data Analysis

The technique of analysis of this research was done some steps as follow :

1. After collecting the students' answer, the researcher was analyzed the result of the test with mean score, and the average scores of the students were interpreted in descriptive.

2. Reduction of the data, when the researcher was interviewed lecturer and students.

3. Display of the data, the researcher was arranged the data with systematically. The data could explaint and answered the formulation of the problem in this research.

4. Tabulation of the data was done to occounted and it was given the score to students answered though the test and the researcher was taken on the table that consist of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answered and the researcher was put the students scores on the table by using the formula below:

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

   Explanation

   F = Frequence

   N = Sum of the samples

   P = Percentage.

5. Then, students result with mean / score was calculated into the classification quality.

6. Taking conclution, it was done to concluded the discussion solidly and briefly.[10]

F. Techniques of Checking Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data. There are nine techniques to determine the data trustworthiness state by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.

2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.

3. Trigulasi is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison of the data.

4. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.

5. 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.

6. 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.

7. Checking the member is the most important in checking credibility.

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

8. 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.

9. Auditing used to check the truth and certainly of data, this point that done well to the process of result and extent.[11]

But the researcher was taken number eight the detail description is a technique to demand the researcher to the result his/her research, so description was 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

THE RESULT OF RESEARCH

A. Findings

1. General Finding

This research was done in STAIN Padangsidimpuan which in street Imam Bonjol Km. 4.5 Sihitang. Call number (0634) 22080 Fax. (0634)-24022 Padangsidimpuan 22733.

a. Stand History

The State College for Islamic Studies (STAIN) Padangsidimpuan was come from Faculty Nahdatul Ulama North Sumatra (UNUSU) in Padangsidimpuan. The UNUSU Tarbiyah Faculty was changed become Tarbiyah Faculty Institute Islamic Religion Country (IAIN) Imam Bonjol Padang in West Sumatra in 1968 years ago. After 5 years ago, IAIN North Sumatra Tarbiyah Faculty was found in Padangsidimpuan in 1973 years ago. This Tarbiyah Faculty was build for 24 years. Then, this Tarbiyah Faculty was changed again become STAIN Padangsidimpuan.

Decision of President Republic Indonesia No. 11 on March 21th 1997 and Religion Ministerial Decree of RI. No 300 and 333 released about founding STAIN in 1997 ago. The Tarbiyah Faculty North Sumatra in

Padangsidimpuan which it autonomous and entitle to take care of some majors as within reason all IAIN in Indonesia. [1]

b. Situation of Equipments and Facilities

Equipment and fasilities were the factor which establish in the implementation education effort to got purpose maximally, there were some equipments in STAIN Padangsidimpuan as follows :

Table I
Facilities of STAIN Padangsidimpuan

Facilities			
No	Object	Number	Info
1.	Mosque	1	Good
2.	Meeting Hall	1	Good
3.	Library	1	Good
4.	LanguageRoom	1	Good
5.	Laboratory	1	Good
6.	ComputerRoom	2	Good
7.	TBI Office	1	Good
8.	TBI Class Rooms	6	Good

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[1] Fatahuddin Aziz Siregar, et. al., *Buku Panduan Mahasiswa Baru* (Padangsidimpuan : STAIN, 2010 ,P.1.

c. Structure Organization of Tadris Bahasa Inggris

Scheme I

Structure Organization of Tadris Bahasa Inggris

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                    ┌─────────────────────────────────┐
                    │        KA. Prodi TBI            │
                    │ Rayendriani Fahmei Lubis,M. Ag. │
                    └─────────────────────────────────┘
                                   │
        ┌──────────────────┬───────┴────────┬──────────────────┐
┌─────────────┐  ┌─────────────┐  ┌─────────────┐  ┌─────────────┐
│  STAF TBI   │  │  STAF TBI   │  │  STAF TBI   │  │  STAF TBI   │
│Zainuddin,S.S,│  │Eli Nondang  │  │Fitri Rayani │  │  Nurlinda   │
│  M. Hum.    │  │Saragih,S. S.│  │ Siregar,M.  │  │Yuriani Siregar,│
│             │  │             │  │    Hum.     │  │    S. E.    │
└─────────────┘  └─────────────┘  └─────────────┘  └─────────────┘
       │                │                                   │
       └────────────────┴───────────┬───────────────────────┘
                          ┌──────────────────┐
                          │     Lectures     │
                          └──────────────────┘
                                   │
                          ┌──────────────────┐
                          │     Students     │
                          └──────────────────┘
```
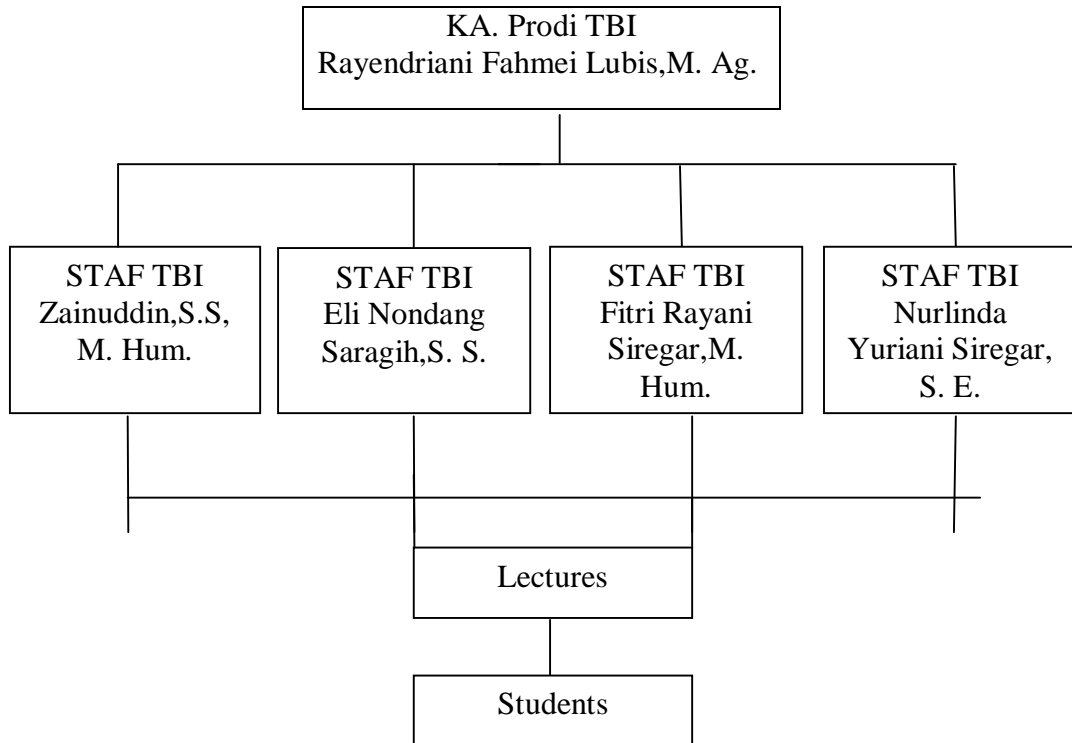
2. Specific Findings

a. The Description of an Analysis on the Students' Ability in Understanding Vocabulary

According to students test in understanding vocabulary . The students have mean score 22.5 score. The students have ability in understanding vocabulary were low categories. It can be seen in table Riduan. Beside that the researcher also was interviewed to the students and the lecturer.

According to students, the researcher was interviewed seven students. First, Nurhamidah that she has ability in understanding vocabulary likes; prefix and suffix, because she was added word in front or end word in learning prefix and suffix.[2]

Then, Nurhayani that she has ability in understanding vocabulary likes; prefix, suffix, synonym, antonym and hyponym, because she enough put word in front or end on the word in learning prefix and suffix. She enough knew similarly or opposite meaning in learning synonym and antonym. She enough determined generic or specific of the word in learning hyponym.[3]

Then, Sari Agustina that she has ability in understanding vocabulary likes; hyponym because in hyponym enough knew kinds of the word which generic and specific of the word.[4] Then, Soybatul Mardiah Harahap that she

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[2] Nurhamidah, Students of TBI-3 , *Interview*, Juny 10th 2013.
[3] Nurhayani, Students of TBI-3 , *Interview*, Juny 10th 2013.
[4] Sari Agustina, Students of TBI-3 , *Interview*, Juny 10th 2013.

has ability in prefix, suffix and hyponym, because she did not have many vocabularies.[5]

Then, Zulhamdi that he has few ability in understanding vocabulary especially in hyponym because he was needed many vocabularies in learning hyponym but he did not have many vocabularies, evendo like that he has efforts to added vocabulary likes; open the book and watched TV in program English language.[6] Then, Sahron Hidayah that he has few ability in understanding vocabulary, evendo like that he has efforts in understanding vocabulary like; he was read book, he was watched TV and he was discussed together.[7]

Finally, Hotsaputra HSB that he has ability in prefix, suffix, synonym, antonym and hyponym because he was needed adding word in front or end word in learning prefix and suffix. She was determined similar or opposite of the word in learning synonym and antonym. Hyponym enough determined specific from generic or generic from specific. He has efforts to understood vocabulary easily likes; he was read book English grammar, he was read dictionary and he was listened program compersation the radio.[8]

Based on the descriptions above the researcher can conclude that the students' ability at first year students English Education Study Program (TBI) STAIN Padangsidimpuan were every students have different ability.

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[5] Soybatul Mardiah Harahap, Students of TBI-3 , *Interview*, Juny 10th 2013.
[6] Zulhamdi, Students of TBI-3 , *Interview*, Juny 11th 2013.
[7] Sahron Hidayah, Students of TBI-3 , *Interview*, Juny 11th 2013
[8] Hotsaputra HSB, Students of TBI-3 , *Interview*, Juny 11th 2013

There were the students' ability likes; prefix or suffix, synonym, antonym, polysemy, homonym and hyponym.

According to lecturer, the researcher was interviewed the lecturer. Based on the result of the interview to lecturer Mrs. Eli Nondang Saragih, S. S the students' ability in understanding vocabulary especially in prefix, suffix, synonym, antonym, polysemy, homonym and hyponym was low categorize.[9]

Besides, the researcher was interviewed the lecturer and the students. The researcher also was seen list value vocabulary at first semester students of English Education Study Program (TBI) STAIN Padangsidimpuan. The students were gotten A value about nine students, the students were gotten B values about eighteen and the students were gotten C value about ten students from thirty seven students[10].

Based on the result interviewed the lecturer and the students and result test the students above, the researcher can be concluded the students at first semester students of English Education Study Program (TBI) STAIN Padangsidimpuan were low categories.

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[9] Mrs Eli Nondang Saragih, Vocabulary Lecturer TBI-3 STAIN Padangsidimpuan, *Private Interviews,* at Juny 03[rd] 2013.

[10] Daftar Ujian Mahasiswa Program Studi Bahasa Inggris TBI-3 STAIN Padangsidimpuan, at January 11[th] 2013.

b. The Students' Difficulties in Understanding Vocabulary

Based on the students result test in understanding vocabulary . The students have mean score 22.5 score. The students have ability in understanding vocabulary were low categories. It can be seen in table Riduan. Beside that the researcher also was interviewed to the students and the lecturer.

Based on the result of the interview to students, there were some difficulties that usually faced by students when understanding vocabulary. First, Nurhamidah that she was studied vocabulary difficulty, like synonym, antonym, homonym, hyponym and polysemy because she did not has many vocabularies and she did not know sound of word in homonym. She could not add word in prefix and suffix.[11]

Then, Nurhayani that she was understood polysemy and homonym difficulty, because polysemy and homonym was needed more knowledge imaginary about description of term, polysemy was needed many comprehending vocabularies and homonym was needed knowledge different pronunciation between two or more words.[12]

Then, Sari Agustina that she was understood prefix, suffix, synonym, antonym, polysemy and homonym difficulty. She was given reasons about it that she was added the beginning or end of words difficulty. She did not know meaning of word and she did not know the word have mean similarly

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[11] Nurhamidah, *Loc. Cit.*
[12] Nurhayani, *Loc. Cit.*

or word have mean opposite. She could not description of word because she was low in understanding vocabulary. She did not pronunciation word well.[13]

Then, Soybatul Mardiah Harahap that she was understood synonym, antonym, polysemy and homonym difficulty, because she was memorized little vocabulary and she had knowledge in meaning of word low and she was pronunciation word missing.[14]

Then, Zulhamdi that he was tudied hyponym difficulty. He was given reason about it that hyponym is a word have many meaning and her ability in understanding vocabulary very few.[15] Then, Sahron Hidayah that he was understood homonym and hyponym difficulty. He had some reasons about its; he's pronunciation on the word in homonym difficulty. He could not determine words similar but have different in meaning.[16] Finally, Hotsaputra HSB that he was understood homonym and polysemy difficulty, because he was pronounciation of word bad and he had ability in understanding vocabulary low.[17]

According to Mrs Eli Nondang Saragih, S.S told the researcher: there were some students' difficulties in understanding vocabulary, especially prefix, suffix, synonym, antonym, polysemy homynym and hyponym. But,

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[13] Sari Agustina, *Loc. Cit*.
[14] Soybatul Mardiah Harahap, *Loc. Cit*.
[15] Zulhamdi, *Loc. Cit*.
[16] Sahron Hidayah, *Loc. Cit*.
[17] Hotsaputra HSB, *Loc. Cit*.

From all subjects the students more understood prefix and suffix than synonym, antonym, polysemy homynym and hyponym. Because in prefix and suffix, the students enough determined word which it have correlation with basic words. The students were given the word in front or end of words, the word have new meaning .[18]

Based on the problem above the researcher could concluded that the students' difficulties in understanding vocabulary at first year students English Education Study Program (TBI) STAIN Padangsidimpuan were : prefix, suffix, synonym, antonym, polysemy, homynym and hyponym.

c. **The Lecturer's Efforts to Overcome Students' Difficulties in Understanding Vocabulary**

Based on the result of the interview toward vocabulary lecturer, to anticipate the difficulties of the students in understanding vocabulary were the vocabulary lecturer found and other examples in the word in environment. To overcame students' difficulties in prefix, suffix, synonym, antonym, polysemy, homonym and hyponym.

There were efforts to overcome students' difficulties in understanding vocabulary stated by Mrs Eli Nondang Saragih, S.S as:

1) The efforts to overcome difficulties in prefix. The students were exercised to wrote examples prefix often.

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[18] Mrs Eli Nondang Saragih, *Loc. Cit* .

2) The efforts to overcome difficulties in suffix. The students also were exercised to wrote examples suffix often.

3) The efforts to overcome difficulties in synonym. The students were memorized many vocabularies. The students were exercised to wrote examples synonym often. The students were discussed together often.

4) The efforts to overcome difficulties in antonym. The students were memorized many vocabularies. The students were exercised to wrote examples antonym often. The students were discussed together often.

5) The efforts to overcome difficulties in homonym. The students were listened speech native speaker often in the radio. The students were practiced to read book and article in English.

6) The efforts to overcome difficulties in polysemy. The students were read oxford advanced learner's dictionary and contemporary English grammar etc. The students were practiced to wrote examples hyponym often. The students were discussed together often.

7) The efforts to overcome difficulties in hyponym. The students were memorized many vocabularies. The students were read complete English grammar etc. The students were written examples specifix and general often. The students were discussed together often.

8) Based that, the efforts to overcome students' difficulties in understanding vocabulary, namely; prefix, suffix, synonym, antonym, polysemy, homonym and hyponym.When learning process she was explained definitions about it. She was given examples. She was given exercise

about it. I was commanded the students to discussed together. I was commanded the students to opened dictionary if the students were understood vocabulary difficulty and I was given motivations learning process often.[19]

Based on the explanations above that to overcome students' difficulties in understanding vocabulary. First, the students were practiced to wrote examples prefix, suffix, synonym, antonym, polysemy, homonym and hyponym often. Then, the students were memorized many vocabulary. Then, the students were read book in English, like ; oxford advanced learner's dictionary, complete English grammar and contempolary English grammar etc. Finally, the students were discussed in learning vocabulary together.

d. Result of the Test

Based on the result test to the students. The students were answered the questions about understanding vocabulary. The description scores of the students in understanding vocabulary can be seen as table below:

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[19] *Ibid.*

Table II

The Description of Students Score in Understanding Vocabulary

No	Students' Initial Names	Total Scores
1.	AAS	17
2.	ATJN	28
3.	A L	27
4.	AFER	27
5.	AS	9
6.	ASF	13
7.	DH	27
8.	EY	22
9.	EL	8
10.	HSB	27
11.	HZ	27
12.	IMI	28
13.	KN	20
14.	LNH	17
15.	MLBS	6
16.	ME	12
17.	MS	24
18.	MH	17
19.	NB	26
20.	NFD	32
21.	NHY	31
22.	NSTJG	22
23.	NHD	19
24.	RSS	21
25.	RMTJG	15
26.	SKY	23
27.	RHM	19
28.	SHD	30
29.	SK	30
30.	SA	24
31.	SL	31
32.	SH	31
33.	SMH	28
34.	SW	34
35.	YMS	16
36.	YR	13
37.	ZH	30
Total		831

Mean Score	22. 5
Highest Score	34
Lowest Score	6
Median	21. 5
Modus	27

Based on the result of the test was given to respondents, it could known that the score of the respondents was between 6 up to 34. It means that the highest score was given by respondents was 34, the lowest score was 6. The means score 22. 5 , the median 21. 5, and the modus 27. It can be seen on the table below:

Table III
Score of the Students

Highest score	: 34
Lowest score	: 6
Means score	: 22. 5
Median	: 21. 5
Modus	: 27

Based on the test result that test was given by the students, to determined an analysis of the students' ability in understanding vocabulary at first year students English Education Study Program (TBI) STAIN Padangsidimpuan were low categories with means score 22. 5 . It can be seen on the table Riduan:

Table IV
Criteria Score Interpretation

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

Based on the result above that test was given to respondents, it can be seen that the description scores of first semester students in understanding vocabulary can be seen in these following explanations.

For question number 1 till 40, the researcher was given multiple choice test. For question number 1, it could known that students who were chosen "as" in sentence was 22 students (59.5 %), there was 15 students (40.5 %) did not choose correct answer. Question number 2, it could known that students who were chosen "suffix" in sentence was 30 students (81.1 %) there was 7 students (18.9 %) did not choose correct answer. Question number 3, it could known that students who were chosen "bird" in sentence was 24 students (64.9 %) there was 13 students (35.1 %) did not choose correct answer. Question number 4, it could known that students who were chosen "hurry" in sentence was 21 students (56.8 %) there was 16 students (43.2 %) did not choose correct answer. Question number 5, it could known that students who were chosen "a,b and c are corrects" in sentence was 30

[20] Riduan, *Belajar Mudah Penelitian Untuk Guru–Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

students (81.1 %) there was 7 students (18.9 %) did not choose correct answer.

While question number 6, it could known that students who were chosen "homonym" in sentence was 20 students (54.1 %) there was 17 students (45.9 %) did not choose correct answer. Question number 7, it could known that students who were chosen "ring" in sentence was 25 students (67.6 %) there was 12 students (32.4 %) did not choose correct answer. Question number 8, it could known that students who were chosen "extra" in sentence was 28 students (75.7 %) there was 9 students (24.3 %) did not choose correct answer. Question number 9, it could known that students who were chosen "ism" in sentence was 25 students (67.6 %) there was 12 students (32.4%) did not choose correct answer. Question number 10, it could known that students who were chosen "look up to" in sentence was 25 students (67.6 %) there was 12 students (32.4%) did not choose correct answer.

While question number 11, it could known that students who were chosen "foor" in sentence was 31 students (83.8%) there was 6 students (16.2 %) did not choose correct answer. Question number 12, it could known that students who were chosen "a tool to cut" in sentence was 26 students (70.3 %) there was 11 students (29.7 %) did not choose correct answer. Question number 13, it could known that students who were chosen "buy" in sentence was 10 students (27.03%) there was 27 students (72.97 %) did not choose correct answer. Question number 14, it could known that students who were chosen "chocolate" in sentence was 30 students (81.1 %) there was 7

students (18.9 %) did not choose correct answer. Question number 15, it could known that students who were chosen "anti" in sentence was 3 students (8.1%) there was 34 students (91.9 %) did not choose correct answer.

While question number 16, it could known that students who were chosen "ine" in sentence was 23 students (62.2 %) there was 14 students (37.8 %) did not choose correct answer. Question number 17, it could known that students who chose "simple" in sentence was 5 students (13.5 %) there was 32 students (86.5 %) did not choose correct answer. Question number 18, it could known that students who chose "wealthy" in sentence was13 students (35.1 %) there was 24 students (64.9 %) did not choose correct answer. Question number 19, it could known that students who were chosen "a and b are corrects" in sentence was 18 students (48.6 %) there was 19 students (51.4 %) did not choose correct answer. Question number 20, it could known that students who were chosen "check" in sentence was 23 students (62.2 %) there was 14 students (37.8 %) did not choose correct answer.

While question number 21, it could known that students who were chosen "car" in sentence was 14 students (37.8 %) there was 23 students (62.6 %) did not choose correct answer. Question number 22, it could known that students who were chosen "under" in sentence was 24 students (64.9 %) there was 13 students (35.1 %) did not choose correct answer. Question number 23, it could known that students who were chosen "ness" in sentence was 8 students (21.6 %) there was 29 students (78.4 %) did not choose

correct answer. Question number 24, it could known that students who were chosen "listed" in sentence was 24 students (64.9 %) there was 13 students (35.1 %) did not choose correct answer. Question number 25, it could known that students who were chosen "failed" in sentence was 23 students (62.2 %) there was 14 students (37.8 %) did not choose correct answer.

While question number 26, it could known that students who were chosen "give up" in sentence was 11 students (29.7 %) there was 26 students (70.27 %) did not choose correct answer. Question number 27, it could known that students who were chosen "pare" in sentence was 11 students (29.7 %) there was 26 students (70.27 %) did not choose correct answer. Question number 28, it could known that students who were chosen "broccoli" in sentence was 15 students (40.5 %) there was 22 students (59.5 %) did not choose correct answer. Question number 29, it could known that students who were chosen "sy" in sentence was 8 students (21.6 %) there was 29 students (78.4 %) did not choose correct answer. Question number 30, it could known that students who were chosen "ory" in sentence was 10 students (27.0 %) there was 27 students (72.97 %) did not choose correct answer.

While question number 31, it could known that students who were chosen "synthesis" in sentence was 22 students (59.5 %) there was 15 students (40.5 %) did not choose correct answer. Question number 32, it could known that students who were chosen "smart" in sentence was 27 students (72.97 %) there was 10 students (27.03 %) did not choose correct answer. Question number 33, it could known that students who were chosen "a and are

corrects" in sentence was 23 students (62.2 %) there was 14 students (37.8 %) did not choose correct answer. Question number 34, it could known that students who were chosen "cell" in sentence was 23 students (62.2 %) there was 14 students (37.8 %) did not choose correct answer. Question number 35, it could known that students who were chosen "Islam" in sentence was 27 students (72.97 %) there was 10 students (27.03 %) did not choose correct answer.

While question number 36, it could known that students who were chosen "circum" in sentence was 26 students (70.27 %) there was 11 students (29.7 %) did not choose correct answer. Question number 37, it could known that students who were chosen "suffic" in sentence was 25 students (67.6 %) there was 12 students (32.4 %) did not choose correct answer. Question number 38, it could known that students who were chosen "see-look" in sentence was 30 students (81.1 %) there was 7 students (18.9 %) did not choose correct answer. Question number 39, it could known that students who were chosen "house-home" in sentence was 21 students (56.8 %) there was 16 students (43.2 %) did not choose correct answer. Question number 40, it could known that students who were chosen "a woman and a midewife" in sentence was 20 students (54,1 %) there was 17 students (45,9 %) did not choose correct answer. These cases could look at appendix V.

B. Discussion

After analyzing the collecting data, It was gotten that an analysis of students' ability in understanding vocabulary at first year students' of English Education Study Program (TBI) STAIN Padangsidimpuan was low categories. It can be seen from the calculating score (Appendix IV) that the students' ability in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan was 22.5% into low categories.

While according to research was done by Wirda Halwi's script entitled "Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior". 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 can be seen that the mean score increase 56.50. The increasing score from 48.21 to 56.50 was 8.29; "t" calculate was – 22.5 with 45 degree freedom. Based on the result on the students in cycle, the hypothesis of the research was assept.[21]

Masroana Lubis's script entitled "The Students' Vocabulary Mastery by Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola". Researcher was made an interview for students and students that English teacher at SD Negeri No. 100890 Muaratais Batang Angkola based on the result interview to students and English teacher, there were students' difficulties vocabulary mastery : first, the students were lack vocabulary. Then, when the researcher was given a picture the

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[21] Wirda Halwi, "Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior" (A Thesis, STAIN Padangsidimpuan, 2011), p. 39-40.

students should be not write of vocabulary but mean. Last, the students were memorized of vocabulary lazy.[22]

There were some ability that faced in vocabulary, there were ability in vocabulary, students were lack in understanding vocabulary namely prefix, suffix, synonym, antonym, polysemy, homonym, and hyponym. It can be seen from the students' scores. The students were gotten low scores. In addition, based on interviewed to vocabulary lecturer, the researcher was found the same answer. The students ability in understanding vocabulary were understanding poor in prefix, suffix, synonym, antonym, polysemy, homonym, and hyponym.

From on the explainations above that the students' ability in understanding vocabulary if was connected with result of the research formerly could be categorize into low categories. Because, the result was found 22.5 nearly with result formerly.

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[22]Masroana Lubis, "The Students' Vocabulary Mastery by Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola" (A Thesis, STAIN Padangsidimpuan, 2012), p. 63.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After getting the result of the research the researcher was done to the conclusions as follows:

1. The ability in understanding vocabulary at first year semester students of English Education Study Program (TBI) STAIN Padangsidimpuan was low categories mean score was 22.5 %.

2. The difficulties of the students in understanding vocabulary, especially prefix, suffix, synonym, antonym, polysemy, homonym and hyponym.

3. The efforts by Eli Nondang Saragih, S. S to overcame the students' difficulties in prefix, suffix, synonym, antonym, polysemy, homonym and hyponym. First, she was given explanations many times. Next, she was given the students excercises and she was commanded the students discussion together. Then, she was commanded the students memorized many vocabularies. Then, she was commanded the students were read oxford advanced learner's dictionary, the students were read contemporary English grammar, the students were read complete English grammar and the students were read article in English. Then, she also was commanded the students often were listened speech native speaker in the radio. Last, she was given the students motivations when learning process.

B. Suggestions

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

1. To the head of English education study program shall active to look hers' students ability and always to motivation the vocabulary lecturer to increase her ability in teaching vocabulary.

2. To lecturer of English, especially vocabulary lecturer is hoping to develop the students' ability in understanding vocabulary.

3. To the students at first year of English Education Study Program (TBI) STAIN Padangsidimpuan shall do often excercise in learning vocabulary, especially in prefix, suffix, synonym , antonym, polysemy, homonym and hyponym.

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CURRICULUM VITAE

A. Identify

    Name   : Trilanti

    Place and birthday : Silaping, 28 Februari 1991

    Sex   : Female

    Religion   : Moslem

    Address   : Kejorongan Kumpulan, Kec. Sungai Aur, Kab. Pasaman Barat

B. Parents

    Father   : Muklan

    Mother   : Sunarti

C. Background of Educations

1. Elementary School at SD SDN 02 Sungai Aur, 2003

2. Junior High School at MTSs Darul Falah, 2006

3. Senior High School at SMK Darul Falah, 2009

4. Student of English Section at State College for Islamic Studies (STAIN) Padangsidimpuan 2009-2013

APPENDIX I

INTERVIEWS

A. Interviews to the lecturer

1. What are you strategies to teach prefix, suffix, synonym, antonym, polysemy, homonym and hyponym at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan?

2. How is the ability of the students in understanding of prefix, suffix, synonym, antonym, polysemy, homonym and hyponym at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan?

3. What are the difficulties of the students ability in understanding of prefix, suffix, synonym, antonym, polysemy, homonym and hyponym at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan?

4. What are you efforts' to overcome students' difficulties in understanding of prefix, suffix, synonym, antonym, polysemy, homonym and hyponym at first year students of English Educational Study Program (TBI) STAIN Padangsidimpuan?

5. How are values' students in understanding of prefix, suffix, synonym, antonym, polysemy, homonym and hyponym at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan?

B. Interview to the students

1. How is your ability in understanding of prefix, suffix, synonym, antonym, polysemy, homonym and hyponym of the vocabulary?

2. What are the difficulties you in understanding prefix, suffix, synonym, antonym, polysemy, homonym and hyponym of the vocabulary?

3. What are your efforts' in understanding of prefix, suffix, synonym, antonym, polysemy, homonym and hyponym of the vocabulary?

APPENDIX II

<div align="center">

TEST

</div>

Choose the right answer ! (each question have 2.5 score).

1. The prefix which suitable for word *leep* is?

   1. As

   2. Dis

   3. Ex

   4. ass

2. My father is a *businessman*. The word italic refers to?

   a. Businessman

   b. Suffix

   c. Manx

   d. Prefix

3. A balanced died should include fish and *fowl* as well as red meat. Which synonym of italic word?

   a. Birds

   b. Fruit

   c. Vegetables

   d. Cheese and milk

4. Because of the extreme pressure underwater, divers are often *slow*. Which antonym of italic word?

    a. Careful

    b. Hurry

    c. Worried

    d. Quickly

5. I sent a *letter* to my teacher. The polysemy which italic word?

    a. water

    b. paper

    c. a,b and d are corrects

    d. message

6. We need fresh *air* if we have long *heir*. The italic words refers to?

    a. Heir

    b. Air

    c. Homonym

    d. Fresh

7. Mr. William gives *a jewelry* to Miss. Cate. The paronym of italic word?

    a. Ring

    b. Flower

    c. Shoes

    d. Jacket

8. The prefix which suitable for word *vagant* is?

   a. Exstra

   b. Extra

   c. Extras

   d. Extra

9. The suffix which suitable for word *capital* is?

   a. Y

   b. Lism

   c. Ism

   d. Capital

10. The congress *respected* Jefferson because, although he was fair. The word below   to synonym is?

    a. Look up to

    b. Counted on

    c. Emulated

    d. Obeyed

11. J.P Morgan had a reputation for being a *wealthy* businessman. The word below to antonym is?

    a. Poor

    b. Careful

    c. Clever

    d. Diligent

12. My sister use *knife* to cut an cate. The word below to polysemy is?

a. Sharp

b. Blunt

c. A tool to cut something

d. a,b and c are corrects

13. This book is written *by* me. The homonym of italic word is?

a. Bore

b. Buy

c. Boy

d. But

14. Agnes Monica likes sweet *food*. The paronym of word food is ?

a. Chocolate

b. Coffee

c. Tea

d. Juice

15. The prefix   which suitable for word *social* is ?

a. Anti

b. A

c. Dis

d. An

16. The suffix which suitable for word *mascul* is?

a. line

b. ine

c. lism

d. yn

17. People who lives in the country enjoy *a rustic* life style. Which word belong to synonym?

    a. Slow

    b. Difficult

    c. Simple

    d. Happy

18. People who lives in the country enjoy *a rustic* life style. which word belong to antonym?

    a. Slow

    b. Simple

    c. Wealthy

    d. Happy

19. The polysemy of italic word from sentences Leonardo Davinci makes a book about *loving*?
    a. b and c are corrects

    b. Falling in love

    c. Romantics

    d. Sadness

20. I received a *cheque* of five thousand rupees from the publisher. The homonym of italic word?

    a. Check

    b. Cancel

    c. Cheese

    d. Create

21. Smass uses *transportation* go to Jakarta. Identify polysemy in italic word?

    a. Walk

    b. Sing

    c. Car

    d. Run

22. The prefix which suitable for word *understanding* is?

    a. Miss

    b. Mis

    c. Under

    d. An

23. The suffix which suitable for word *kind* is?

    a. ing

    b. nes

    c. ness

    d. s

24. Although buses are *scheduled* to depart at a certain hour, there are often late. The synonym of word scheduled is?

    a. Obligated

    b. Requested

    c. Listed

    d. Loaded

25. The *successful* use of antitoxins and serums has virtually eradicated the treat of malaria, yellow fever, and other insect-borne diseases. The antonym of italic word is?

   a. Failed

   b. Removed

   c. Improved

   d. Discovered

26. A Muslim must be praying to Allah SWT. The polysemy of italic word is?

   a. Pray

   b. c is correct

   c. Far

   d. Give up

27. I want to *pair* of shoes. The homonym of italic word is?

   a. Prey

   b. Pray

   c. Pare

   d. Print

28. *Vegetables* is very important for grow of the human. The paronym of italic word is?

   a. Cucumber

   b. Tomato

c. Broccoli

d. Leek

29. The prefix which suitable word *nonym* is?

   a. Syn

   b. Sy

   c. Sin

   d. Synn

30. The suffix which suitable for word *introduc* is?

   a. b and c are corrects

   b. Ori

   c. Er

   d. Ory

31. The lecturer *analysis* paper examination of the students TBI. The synonym of italic word is?

   a. Synthesis

   b. Collect

   c. Value

   d. Look at

32. The words below are antonym, *except......*

   a. Beach-Coast

   b. Diligent-Clever

   c. Beach-Gulf

d. a and c are corrects

33. Rp is symbol of *money* Indonesia. The polysemy of italic word is ?

    a. A change tool

    b. Money

    c. A and b are corrects

    d. A paper that have value

34. He decided to *sell* his house. The homonymof italic word is ?

    a. Cell

    b. Save

    c. Sat

    d. Sun

35. The human have different *religion* in the word. The paronym of italic word is?

    a. Islam

    b. Moslem

    c. Christian

    d. Buddhist

36. The prefix which suitable for word *stance* is?

    a. Circum

    b. Sircum

    c. Sirkum

d. Cirkum

37. Brilliance, punishment, reading brilliant and national are group of word. The group belong to?

   a. Prefix

   b. Synonym

   c. Suffix

   d. Homonym

38. Which word below refers to synonym is?

   a. See-Look

   b. Walk-Sit

   c. Hear-Tell

   d. Eat-Drink

39. Which word below belong to antonym, *except*?

   a. Arrive-Depart

   b. Admit-Deny

   c. House-Home

   d. Public-Private

40. My *mother* gives loving to her children. Polysemy from italic word is ?

   a. A woman and a midewife

   b. Mother

   c. Lover

   d. Her

APPENDIX III

KEY ANSWER OF TEST

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

APPENDIX IV

RESULT OF TEST

1. Question number 1

    The prefix which suitable for word *leep* is?

No	The Alternative Answer	F	%
1.	**As**	**22**	**59,5%**
2.	Dis	12	32,4%
3.	Ex	2	5,4%
4.	Ass	1	2,7%
	Total	37	100%

2. Question number 2

    My father is a *businessman*. The word italic refers to?

No	The Alternative Answer	F	%
1.	Bussinesman	5	31,5%
2.	**Suffix**	**30**	**81,1%**
3.	Man	2	5,4%
4.	Prefix	-	-%
	Total	37	100%

3. Question number 3

    A balanced died should include fish and *fowl* as well as red meat. Which synonym of italic word?

No	The Alternative Answer	F	%
1.	**Birds**	**24**	**64,9%**
2.	Fruit	9	24,3%
3.	Vegetables	3	8,1%
4.	Cheese and milk	1	2,7%
	Total	37	100%

4. Question number 4

Because of the extreme pressure underwater, divers are often *slow*. Which antonym of italic word?

No	The Alternative Answer	F	%
1.	Careful	12	32,4%
2.	**Hurry**	**21**	**56,8%**
3.	Worried	2	5,4%
4.	Quickly	2	5,4%
	Total	37	100%

5. Question number 5

I sent a *letter* to my teacher. The polysemy which italic word?

No	The Alternative Answer	F	%
1.	Paper	3	8,1%
2.	Written	2	5,4%
3.	**a,b, and d are corrects**	**30**	**81,1%**
4.	Message	2	5,4%
	Total	37	100%

6. Question number 6

We need fresh *air* if we have long *heir*. The italic words refers to?

No	The Alternative Answer	F	%
1.	Heir	3	35,1%
2.	Air	3	35,1%
3.	**Homonym**	**20**	**54,1%**
4.	Fresh	1	2,7%
	Total	37	100%

7. Question number 7

Mr. William gives *a jewelry* to Miss. Cate. The paronym of italic word?

No	The Alternative Answer	F	%
1.	**Ring**	**25**	**67,6%**
2.	Flower	7	18,9%
3.	Shoes	3	35,1%
4.	Jacket	2	5,4%
	Total	37	100%

8. Question number 8

The prefix which suitable for word *vagant* is ?

No	The Alternative Answer	F	%
1.	Exstra	3	35,1%
2.	**Extra**	**28**	**75,7%**
3.	Extras	5	13,5%
4.	Extra	1	2,7%
	Total	37	100%

9. Question number 9

The suffix which suitable for word *capital* is ?

No	The Alternative Answer	F	%
1.	y	2	5,4%
2.	lism	3	35,1%
3.	**ism**	**25**	**67,6%**
4.	capital	7	18,9%
	Total	37	100%

10. Question number 10

The congress *respected* Jefferson because, although he was fair. The word below to synonym is?

No	The Alternative Answer	F	%
1.	**Look up to**	**25**	**67,6%**
2.	Counted on	5	13,5%
3.	Emulated	1	2,7%
4.	Obeyed	6	16,2%
	Total	37	100%

11. Question number 11

J.P Morgan had a reputation for being a *wealthy* businessman. The word below to antonym is ?

No	The Alternative Answer	F	%
1.	**Foor**	**31**	**83,8%**
2.	Careful	4	10,8%
3.	Clever	2	5,4%
4.	Dilligent	-	-%
	Total	37	100%

12. Question number 12

My sister use *knife* to cut an cate. The word below to polysemy is?

No	The Alternative Answer	F	%
1.	Sharp	4	10,8%

No		F	%
2.	Blunt	7	18,9%
3.	**A tool to cut something**	**26**	**70,3%**
4.	A, b and d are corrects	-	-%
	Total	37	100%

13. Question number 13

This book is written *by* me. The homonym of italic word is?

No	The Alternative Answer	F	%
1.	Bore	20	54,1%
2.	**Buy**	**10**	**27,0%**
3.	Boy	3	35,1%
4.	But	4	10,8%
	Total	37	100%

14. Question number 14

Agnes Monica likes sweet *food*. The paronym of word food is ?

No	The Alternative Answer	F	%
1.	**Chocolate**	**30**	**81,1%**
2.	Coffee	1	2,7%
3.	Tea	3	35,1%
4.	Juice	3	35,1%
	Total	37	100%

15. Question number 15

The prefix   which suitable for word *social* is ?

No	The Alternative Answer	F	%
1.	**Anti**	**3**	**8,1%**
2.	A	8	21,6%
3.	Dis	11	29,7%
4.	An	15	40,5%
	Total	37	100%

16. Question number 16

The suffix which suitable for word *mascul* is?

No	The Alternative Answer	F	%
1.	line	4	10,8%
2.	**ine**	**23**	**62,2%**
3.	lism	7	18,9%

4.	yn	3	8,1%
	Total	37	100%

17. Question number 17

People who lives in the country enjoy *a rustic* life style. Which word belong to synonym?

No	The Alternative Answer	F	%
1.	Synonym	4	10,8%
2.	Difficult	14	37,8%
3.	**Simple**	**5**	**13,5%**
4.	Happy	14	37,8%
	Total	37	100%

18. Question number 18

People who lives in the country enjoy *a rustic* life style . which word belong to antonym?

No	The Alternative Answer	F	%
1.	Slow	6	16,2%
2.	Simple	16	43,2%
3.	**Wealthy**	**13**	**35,1%**
4.	Happy	2	5,4%
	Total	37	100%

19. Question number 19

The polysemy of italic word from sentences Leonardo Davinci makes a book about *loving*?

No	The Alternative Answer	F	%
1.	**B and c are corrects**	**18**	**48,7%**
2.	Falling in love	10	27,0%
3.	Romantics	6	16,2%
4.	Sadness	3	8,1%
	Total	37	100%

20. Question number 20

I received a *cheque* of five thousand rupees from the publisher. The homonym of italic word?

No	The Alternative Answer	F	%
1.	**Check**	**23**	**62,2%**
2.	Cancel	1	2,7%
3.	Cheese	12	32,4%
4.	Create	1	2,7%
	Total	37	100%

21. Question number 21

Smass uses *transportation* go to Jakarta. Identify polysemy in italic word?

No	The Alternative Answer	F	%
1.	Walk	5	13,5%
2.	Sing	2	5,4%

3.	**Car**	**14**	**37,8%**
4.	Run	16	43,2%
	Total	37	100%

22. Question number 22

The prefix which suitable for word *understanding* is?

No	The Alternative Answer	F	%
1.	Miss	2	5,4%
2.	Mis	5	13,5%
3.	**Under**	**24**	**64,9%**
4.	An	6	16,2%
	Total	37	100%

23. Question number 23

The suffix which suitable for word *kind* is?

No	The Alternative Answer	F	%
1.	Ing	6	%
2.	Nes	11	29,7%
3.	**Ness**	**8**	**21,6%**
4.	S	12	32,4%
	Total	37	100%

24. Question number 24

Although buses are *scheduled* to depart at a certain hour, there are often late. The synonym of word scheduled is?

No	The Alternative Answer	F	%
1.	Obligated	7	18,9%
2.	Requested	4	10,8%
3.	**Listed**	**24**	**64,9%**
4.	Loaded	2	5,4%
	Total	37	100%

25. Question number 25

The *successful* use of antitoxins and serums has virtually eradicated the treat of malaria, yellow fever, and other insect-borne diseases. The antonym of italic word is?

No	The Alternative Answer	F	%
1.	**Failed**	**23**	**62,2%**
2.	Removed	6	16,2%
3.	Improved	5	13,5%
4.	Discovered	3	8,1%
	Total	37	100%

26. Question number 26

A Muslim must be praying to Allah SWT. The polysemy of italic word is?

No	The Alternative Answer	F	%
1.	Pray	12	32,4%
2.	c is correct	6	16,2%
3.	Far	8	21,6%
4.	**Give up**	**11**	**29,7%**
	Total	37	100%

27. Question number 27

I want to *pair* of shoes. The homonym of italic word is ?

No	The Alternative Answer	F	%
1.	Prey	13	35,1%
2.	Pray	5	13,5%
3.	**Pare**	**11**	**29,7%**
4.	Print	8	21,6%
	Total	37	100%

28. Question number 28

Vegetables is very important for grow of the human. The paronym of italic word is ?

No	The Alternative Answer	F	%
1.	Cucumber	14	37,8%
2.	Tommato	7	18,9%
3.	**Broccoli**	**15**	**40,5%**
4.	Leek	1	2,7%
	Total	37	100%

29. Question number 29

The prefix which suitable word *nonym* is ?

No	The Alternative Answer	F	%
1.	Syn	29	78,4%
2.	**Sy**	**8**	**21,6%**
3.	Sin	-	-%
4.	Synn	**-**	**-%**
	Total	37	100%

30. Question number 30

The suffix which suitable for word *introduc* is?

No	The Alternative Answer	F	%
1.	b and c are corrects	3	8,1%
2.	Ori	13	35,1%
3.	Er	10	27,0%
4.	**Ory**	11	29,7%
	Total	**37**	**100%**

31. Question number 31

The lecturer *analysis* paper examination of the students TBI. The synonym of italic word is ?

No	The Alternative Answer	F	%
1.	**Synthesis**	**22**	**59,5%**
2.	Collect	10	27,0%
3.	Value	2	5,4%
4.	Look at	3	8,1%
	Total	37	100%

32. Question number 32

The words below are antonym, *except* ?

No	The Alternative Answer	F	%
1.	Beach-coast	6	16,2%
2.	**Dilligent-clever**	**27**	**72,97%**
3.	Beach-gulf	2	5,4%
4.	a and c are corrects	2	5,4%
	Total	37	100%

33. Question number 33

Rp is symbol of *money* Indonesia. The polysemy of italic word is ?

No	The Alternative Answer	F	%
1.	A change tool	6	16,2%
2.	Money	7	18,9%
3.	**A and d are corrects**	**23**	**62,2%**
4.	A paper that have value	1	2,7%
	Total	37	100%

34. Question number 34

He decided to *sell* his house. The homonymof italic word is

No	The Alternative Answer	F	%
1.	**Cell**	**23**	**62,2%**

No		F	%
2.	Save	5	13,5%
3.	Sat	6	16,2%
4.	Sun	3	8,1%
	Total	37	100%

35. Question number 35

The human have different *religion* in the word. The paronym of italic word is?

No	The Alternative Answer	F	%
1.	**Islam**	**27**	**72,92%**
2.	Moslem	8	21,6%
3.	Christian	2	5,4%
4.	Buddhist	-	-%
	Total	37	100%

36. Question number 36

The prefix which suitable for word *stance* is?

No	The Alternative Answer	F	%
1.	**Circum**	**26**	**70,3%**
2.	Sircum	7	18,9%
3.	Sirkum	2	5,4%
4.	Cirkum	2	5,4%
	Total	37	100%

37. Question number 37

Brilliance, punishment, reading brilliant and national are group of word. The group belong to?

No	The Alternative Answer	F	%
1.	Prefix	1	2,7%
2.	Synonym	8	21,6%
3.	**Suffix**	**25**	**67,6%**
4.	Homonym	3	8,1%
	Total	37	100%

38. Question number 38

Which word below refers to synonym is?

No	The Alternative Answer	F	%
1.	**See-Look**	**30**	**81,1%**
2.	Walk-Sit	1	2,7%
3.	Hear-Tell	5	13,5

No	The Alternative Answer	F	%
4.	Eat-Drink	1	2,7%
	Total	37	100%

39. Question number 39

Which word below belong to antonym, *except*?

No	The Alternative Answer	F	%
1.	Arrive-Depart	6	16,2%
2.	Admit-Deny	7	18,9%
3.	**House-Home**	**21**	**56,8%**
4.	Public-Private	3	8,1%
	Total	37	100%

40. Question number 40

My *mother* gives loving to her children. Polysemy from italic word is ?

No	The Alternative Answer	F	%
1.	**A woman and a midewife**	**20**	**54,1%**
2.	Mother	15	40,5%
3.	Lover	1	2,7%
4.	Her	1	2,7%
	Total	37	100%

Appendix V

Respondent Answer of Each Item Number

Resp.Num.	Respondent Answer of Each Items Number																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	2,5	0	0	0	0	0	2,5	0	0	0	0
2.	2,5	2,5	0	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	0	2,5	2,5	2,5
3.	0	0	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	0	2,5	2,5	0
4.	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	0	0	2,5	0	2,5	0	2,5	2,5	2,5
5.	2,5	0	0	0	0	2,5	0	2,5	2,5	0	0	0	0	2,5	0	0	0	0	2,5	0
6.	0	2,5	0	0	2,5	0	2,5	0	0	0	0	2,5	0	2,5	0	0	0	2,5	2,5	2,5
7.	0	2,5	2,5	2,5	2,5	2,5	0	2,5	0	0	2,5	2,5	0	2,5	0	2,5	0	2,5	2,5	0
8.	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	0	2,5	0	0	2,5
9.	0	0	2,5	0	2,5	0	0	0	2,5	2,5	0	0	0	2,5	0	0	2,5	0	0	0
10.	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	2,5	0	2,5	0	0
11.	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	0	0	0	2,5	2,5	2,5
12.	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	0	0	0	2,5	2,5	2,5
13.	2,5	2,5	0	0	2,5	0	0	0	2,5	0	2,5	2,5	2,5	2,5	0	2,5	0	0	0	2,5
14.	2,5	0	0	0	2,5	0	0	0	2,5	0	0	2,5	0	2,5	0	2,5	0	0	0	2,5
15.	0	2,5	0	2,5	2,5	0	2,5	2,5	0	0	2,5	0	0	0	0	0	0	0	0	0
16.	2,5	0	0	0	0	2,5	0	0	0	0	0	0	0	0	0	0	0	0	0	2,5
17.	2,5	2,5	0	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	0	2,5	0	0	2,5	2,5
18.	2,5	2,5	0	0	2,5	0	0	0	2,5	0	0	2,5	0	2,5	0	2,5	0	0	0	2,5
19.	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	0	2,5	0	0	0	2,5
20.	2,5	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	0	2,5	2,5	0	2,5	0

21.	0	2,5	2,5	2,5	2,5	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	0	2,5	0	0	2,5	2,5
22.	2,5	2,5	2,5	2,5	0	0	0	2,5	0	0	2,5	2,5	0	0	2,5	2,5	0	2,5	0	2,5
23.	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	0	0	0	0	0
24.	2,5	2,5	2,5	0	2,5	0	0	0	2,5	0	2,5	2,5	2,5	2,5	0	2,5	0	0	0	2,5
25.	0	2,5	2,5	2,5	2,5	0	0	2,5	0	2,5	2,5	0	0	2,5	0	2,5	0	0	0	0
26.	0	2,5	0	0	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	0	0	2,5	2,5	2,5
27.	2,5	0	0	2,5	0	0	2,5	0	0	2,5	2,5	0	0	2,5	0	2,5	0	0	2,5	2,5
28.	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	0	0	0	0	0	0
29.	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	0	0	0	0	0	0
30.	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	0	0	2,5	2,5	2,5
31.	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	0	2,5	0	2,5	0	0	2,5	2,5
32.	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	0	0	2,5	2,5
33.	2,5	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	0	0	0	2,5	0	2,5
34.	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	0	2,5	2,5	2,5
35.	2,5	0	2,5	0	2,5	0	0	2,5	0	0	2,5	0	0	2,5	0	2,5	2,5	0	0	0
36.	0	2,5	0	0	0	0	0	0	0	2,5	2,5	0	0	0	0	2,5	0	0	0	2,5
37.	2,5	2,5	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	2,5	0	2,5	0

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Sum
1.	0	0	2,5	0	0	0	0	0	0	0	0	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	42,5
2.	2,5	2,5	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		70
3.	0	0	0	0	2,5	2,5	0	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	67,5
4.	0	2,5	2,5	2,5	2,5	0	2,5	0	2,5		0	0	0	2,5	2,5	2,5	2,5	2,5	2,5		67,5
5.	0	0	2,5	0	2,5	0	0	0	0	0	0	2,5	0	0	0	0	0	0	0	0	22,5
6.	2,5	2,5	0	2,5		0	0	2,5	0	2,5	0	0	0	0	0	0	0	0	0	0	32,5
7.	0	2,5	0	2,5	2,5	2,5	0	2,5	0	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	67,5
8.	0	0	2,5	0	2,5	0	0	0	0	0	0	0	0	2,5	0	0	2,5	2,5	2,5	2,5	55
9.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2,5	2,5	0	0	20
10.	0	0	2,5	2,5	0	0	0	0	0	0	2,5	2,5	2,5	0	2,5	0	0	0	0	0	50
11.	0	2,5	0	2,5	2,5	2,5	0	2,5		0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	0	67,5
12.	0	2,5	0	2,5	2,5	2,5	2,5	2,5		0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	0	70
13.	0	0	0	2,5	2,5	0	0	0	0	2,5	0	2,5	0	0	2,5	2,5	2,5	2,5	2,5	2,5	50
14.	2,5	2,5	0	2,5	2,5	0	0	0	0	0	0	0	2,5	0	2,5	2,5	2,5	2,5	0	2,5	42,5
15.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15
1	0	2,	0	0	2,	2,	2,	0	2,	0	2,	2,	0	2,	0	0	0	0	0	2,	30

6.		5			5	5	5		5		5	5		5						5	
17.	0	2,5	0	2,5	2,5	0	0	0	0	0	0	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	60
18.	0	0	0	2,5	2,5	0	0	0	0	2,5	2,5	0	0	0	2,5	2,5	0	2,5	2,5	2,5	42,5
19.	0	2,5	0	2,5	0	2,5	0	0	0	0	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	65
20.	2,5	2,5	0	2,5	2,5	0	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	80
21.	2,5	2,5	0	2,5	2,5	2,5	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	77,5
22.	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	55
23.	2,5	0	0	0	0	0	2,5	0	0	0	0	2,5	0	2,5	0	2,5	2,5	2,5	0	0	47,5
24.	0	0	0	2,5	2,5	0	0	0	0	2,5	0	2,5	0	0	2,5	2,5	2,5	2,5	2,5	2,5	52,5
25.	0	0	0	0	0	0	0	2,5	0	0	2,5	2,5	0	2,5	0	0	0	2,5	2,5	0	37,5
26.	2,5	2,5	0	2,5	0	2,5	0	2,5	0	2,5	0	0	0	0	0	2,5	2,5	2,5	2,5	2,5	57,5
27.	2,5	0	0	0	0	0	2,5	0	2,5	0	2,5	0	0	0	2,5	2,5	2,5	2,5	2,5	2,5	47,5
28.	2,5	2,5	2,5	2,5	2,5	0	2,5		0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	75
29.	2,5	2,5	2,5	2,5	2,5	0	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	75
30.	0	2,5	0	2,5	0	0	0	2,5	0	0	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	0	0	60
31.	2,5	2,5	0	2,5	2,5	2,5	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	77,5
32.	0	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	2,5	2,5	2,5	2,5	2,5	77,5
33.	0	2,5	0	2,5	2,5	2,5	0	0	0	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	70

34.	0	2,5	2,5	2,5	2,5	0	2,5	0	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	85
35.	2,5	2,5	0	0	0	0	2,5	0	0	0	2,5	0	2,5	0	2,5	0	0	2,5	2,5	0	40
36.	0	2,5	0	0	0	0	0	2,5	0	0	2,5	2,5	0	2,5	2,5	2,5	0	0	2,5	0	32,5
37.	2,5	2,5	0	2,5	2,5	0	0	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	0		75
The Sum Result Score of Collecting Data																					2060

The researcher calculated the score by using the formula :

$$\frac{\sum \text{Score}}{\sum \text{Respondent} \times \sum \text{Item} \times \text{Highest Value of Items}} \times 100\%$$

$$\frac{2060}{37 \times 40 \times 2{,}5} \times 100\%$$

$$\frac{2060 \times 100\%}{3700}$$

$$= 55{,}7\%$$

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1. Drs. Fitriadi Lubis, M. Pd.
2. Zainuddin, S.S., M. Hum.
3. Sojuangon Rambe,SS., M. Hum.
4. Hamka, S. Pd., M. Hum.
5. Yusni Sinaga, S. Pd., M. Hum.
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9. Eli Nondang Saragih, S. S.
10. Magdalena, M. Ag.
11. Nursaima, M. Hum.
12. Siti Meutia Sari, S. Pd., M. Hum.
13. Nursaima, M. Hum.
14. Samsiah Depalina Siregar, M. Hum.
15. Aprianti Hasibuan, M. Hum.
16. Surya Sagiro, M. Pd.

APPENDIX VII

LIST NAMES OF STUDENTS

No	REG. No	Names
1	12 340 0083	Abdul Ahmad Siregar
2	12 340 0084	Abdullah Toga Jati Nogu Harahap
3	12 340 0085	Aisah Lestari
4	12 340 0087	Annisa Fitriani E. Ritonga
5	12 340 0088	Aslina Safitri.
6	12 340 0089	Ayuni Sofiah
7	12 340 0090	Dermi Harahap
8	12 340 0091	Eprida Yani
9	12 340 0092	Erlina
10	12 340 0093	Hotsaputra Hasibuan
11	12 340 0094	Huzainah
12	12 340 0095	Ismaidah
13	12 340 0096	Khairani Nasution
14	12 340 0097	Lenni Hariati Daulay
15	12 340 0098	Maslina Lubis
16	12 340 0099	Metti Herawati
17	12 340 0000	Minda Sari
18	12 340 0101	Mona Hasonangan.
19	12 340 0102	Nurbaiti
20	12 340 0103	Nur Fadilah
21	12 340 0104	Nurhayani
22	12 340 0105	Nursahada Tanjung
23	12 340 0106	Nurhamidah

24	12 340 0107	Rafika Sa'adah Siregar.
25	12340 0108	Senta Madonna.
26	12 340 0109	Sakiah Yani.
27	12 340 0110	Sohimah.
28	12 340 0111	Sahron Hidayah
29	12 340 0114	Sakinah Yani
30	12 340 0115	Sari Agustina
31	12 340 0116	Sulastri
32	12 340 0117	Sopiati Harahap
33	12 340 0118	Soybatul Mardiah Harahap
34	12340 0119	Syarifah Wani
35	12 340 0120	Yanti Mida Syari Siregar
36	12 340 0121	Yusriani
37	12 340 0122	Zulhamdi
	Total	37 Students

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