IMPROVING GRADE V STUDENTS' VOCABULARY MASTERY USING ANTONYMS AND SYNONYMS AT SD NEGERI 116254 RANTO JIOR

A THESIS

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

WIRDA HALWI
Registration number 07 340 0072

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES
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ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
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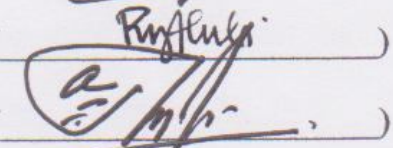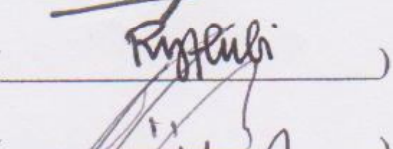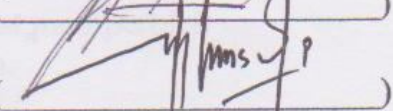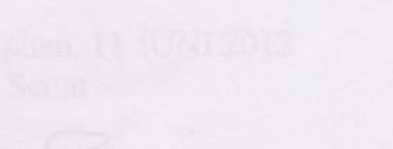## PADANGSIDIMPUAN
2012

KEMENTERIAN AGAMA
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DEWAN PENGUJI
UJIAN MUNAQOSAH SARJANA

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NIM   :   07 340 0072
Judul   :   IMPROVING GRADE V STUDENTS' VOCABULARY MASTERY
                 USING ANTONYMS AND SYNONYMS AT SD NEGERI 116254
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KEMENTERIAN AGAMA
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PADANGSIDIMPUAN

PENGESAHAN

Skripsi Berjudul : **IMPROVING GRADE V STUDENTS' VOCABULARY MASTERY USING ANTONYMS AND SYNONYMS AT SD NEGERI 116254 RANTO JIOR**

Ditulis oleh : **WIRDA HALWI**
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Telah dapat diterima sebagai salah satu syarat memperoleh
gelar Sarjana Pendidikan Islam.

Padangsidimpuan, 11 JUNI 2012
Ketua/Ketua Senat

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Hal : Sidang Skripsi   Padangsidimpuan, 27 April 2012
         a. n. Wirda Halwi   Kepada Yth.
Lamp : 5 (Lima) Examplar   Bapak Ketua STAIN Padangsidimpuan
                                         di.
                                                Padangsidimpuan

Assalamu 'alaikum wr.wb.

   Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Wirda Halwi, yang berjudul **"IMPROVING GRADE V STUDENTS` VOCABULARY MASTERY USING ANTONYMS AND SYNONYMS AT SD NEGERI 116254 RANTO JIOR"**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada Jurusan Tarbiyah STAIN Padangsidimpuan.

   Untuk itu dalam waktu tidak beberapa lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggung jawabkan skripsinya dalam sidang munaqasyah.

   Demikian dan atas perhatian Bapak, kami ucapkan terima kasih.
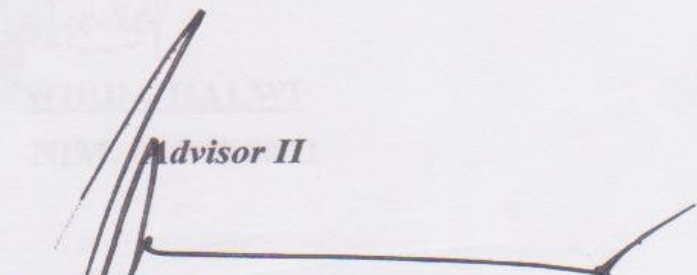
Wassalamu 'alaikum wr.wb.

        Advisor I   *Advisor II*

H. NURFIN SUHOTANG, M.A.,Ph.D   **ZAINUDDIN,S.S.,M.Hum**
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SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan di bawah ini:

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Judul Skripsi	:	IMPROVING GRADE V STUDENTS` VOCABULARY MASTERY USING ANTONYMS AND SYNONYMS AT SD NEGERI 116254 RANTO JIOR

Menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

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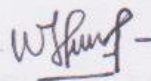
DECLARATION LETTER OF WRITING OWN THESIS

Name	: WIRDA HALWI
Registration Number	: 07 340 0072
Department / Study Program	: TARBIYAH / TBI-2
The Title of a Thesis	:IMPROVING GRADE V STUDENTS` VOCABULARY MASTERY USING ANTONYMS AND SYNONYMS AT SD NEGERI 116254 RANTO JIOR

By here, 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.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, 10 April 2011

Declaration Maker

WIRDA HALWI

Registration Number. 07 340 0072

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, the researcher would like to convey her grateful to Allah SWT. The Most Creator and Merciful who has given her the health, time and chance for finishing this thesis: **"Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior "**. This thesis is written in order to fulfill one of the requirements for being Sarjana Pendidikan in the English Education Study Program at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidimpuan. Hence, this thesis paper has been undertaken.

In writing this thesis, the researcher is assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

1. Special thanks are due to H. Nurfin Sihotang, M.A.,Ph.D as her advisor I (one) who has guided the researcher to complete this research.

2. Special thanks are due to Zainuddin, S.S., M.Hum as her advisor II (two) who has guided the researcher to complete this research and also as a lecturer of Speaking in STAIN Padangsidimpuan.

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

5. Thanks are due to Drs. Samsuddin Pulungan, M.Ag., as the Chief of Library and his staffs have borrowed the books to the researcher in this research..

6. Thanks are due to all lecturers who have taught, guided and also encouraged her during studying in STAIN Padangsidinpuan.

7. Thanks are due to my parents who have given support and motivation during studying in STAIN Padangsidimpuan.

8. Thanks are due to my brother Dahril Habibi, and my sisters Sri mulyani, Hasana tul Paujiah, Misba hul Hayati, and Tasliatul Imamah, who have given support and motivation during studying in STAIN Padangsidimpuan.

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

Padangsidimpuan, 27 April 2012

WIRDA HALWI
Registration Number 07 340 0072

ABSTRACT

NAMA   : **WIRDA HALWI**
NIM   : 07 340 0072
JURUSAN/PRODI : TARBIYAH/ BAHASA INGGRIS - 2
JUDUL SKRIPSI   : IMPROVING GRADE V STUDENTS' VOCABULARY
                               MASTERY USING ANTONYMS AND SYNONYMS AT
                               SD NEGERI 116254 RANTO JIOR

This study is talking about Improving V Grade Students' Vocabulary mastery using Antonyms and Synonyms at SD Negeri 116254 Ranto jior. Most of the students' store less vocabulary so they were not able to communicate english practically even in simple utterance.

This study aims at SD Negeri 116254 Ranto jior, the objective of this study is to find out whether students vocabulary mastery improved if it will de using antonyms and synonyms.

To solve the problem, the writer conduted classrom action research by implementing antonym and synonym. The writer applied two cycles, in each cycles consists of third meeting in this research. The participant of this study was one class consists of 46 students. The instrument for collecting data the research used pre test, obsrvation and pos test.

Based on the research result, showed the progressive mean of the students, the firs pre tes was 40,00, cycle I was 48,2173 and cycle II was 56,50 so, the mean in three cycles was higher than the first cycle. The data from observation sheet indicated that the students' got improvement. It indicated that the application of antonym and synonym techniques improve students' vocabulary mastery.

In conclusion, antonym and synonym coud improve students' vocabulary mastery at SD Negeri 116254 Ranto jior, hopefully, the research result could be positive input other researchers and teachers to conduct the research, particularly on english issue.

INSTRUMENT OF THE TEST

I. Choose the suitable antonym for underline words

1. He is <u>angry</u>

    A. crazy

    B. mad

    C. patient

2. He is smile because <u>happy</u>

    A. sad

    B. glad

    C. proud

3. She is <u>tired</u>

    A. sleepy

    B. fresh

    C. gets up

4. She is <u>afraid</u> of spider

    A. coward

    B. brave

    C. scared

5. The little boy is <u>sick</u>

    A. pain

    B. ill

    C. health

6. He signs to keep <u>silent</u>

    A. quiet

    B. noise

    C. calm

7. He feels <u>cold</u>

    A. hot

    B. chilly

C. fever

8. He is big <u>boy</u>

    A. giant

    B. little

    C. huge

9. She is pretty <u>girl</u>

    A. ugly

    B. cute

    C. beautiful

10. She is <u>smart</u> student

    A. clever

    B. diligent

    C. drink

11. It is <u>easy</u> to do

    A. simple

    B. difficult

    C. ordinary

12. They <u>talk</u> each other

    A. dumb

    B. speak

    C. conversation

13. He <u>closes</u> the door

    A. wrap

    B. shut

    C. open

14. He eats the <u>delicious</u> meal

    A. rotten

    B. flavor

    C. taste

15. It is <u>night</u>

    A. day

B. dark

C. evening

II. Choose the suitable synonym for underline words

1. it is a <u>house</u>

    A. hawker

    B. home

    C. plane

2. don't put <u>garbage</u> every where

    A. trash

    B. cake

    C. stone

3. he <u>yells</u> something

    A. mute

    B. idle

    C. shout

4. he is doing <u>toss</u>

    A. throw

    B. shoot

    C. break

5. He <u>jumps</u> his friend

    A. dive

    B. crawl

    C. leap

6. The chef <u>sniffles</u> the soup

    A. smell

    B. sneeze

    C. cough

7. It is two <u>gifts</u>

    A. bomb

    B. punish

    C. present

8. He is very <u>fat</u>

    A. skinny

    B. obese

    C. thin

9. She <u>runs</u> fast

    A. walk

    B. fly

    C. sprint

10. She <u>pushes</u> her friend

    A. lift

    B. shove

    C. pull

11. It is <u>hard</u> to do

    A. same

    B. usual

    C. complicate

12. He <u>dreams</u> of delicious meal

    A. truly

    B. fantasy

    C. fact

13. Chickens <u>watch</u> themselves in TV

    A. eat

    B. see

    C. drink

14. It is <u>road</u>

    A. street

    B. sea

    C. bank

15. It is a <u>painting</u>

    A. drawing

    B. writing

    C. reading

Appendix 2

KEY ANSWER I

NO.	A	B	C
1		X	
2	X		
3		X	
4		X	
5			X
6		X	
7	X		
8		X	
9	X		
10			X
11		X	
12	X		
13			X
14		X	
15			X

KEY ANSWER II

NO.	A	B	C
1		X	
2	X		
3			X
4	X		
5			X
6	X		
7			X

8	X		
9			X
10		X	
11	X		
12		X	
13		X	
14	X		
15		X	

The Table of the Students` Score in Pre test

NO.	Initials of Students	Correct Answers	Scores
1	AA	12	48
2	AH	10	40
3	AS	3	12
4	AF	15	60
5	AM	10	40
6	AH	8	32
7	AA	8	32
8	AL	11	44
9	AN	16	64
10	AF	9	36
11	AK	8	32
12	ES	14	56
13	FP	8	32
14	IH	9	36
15	IR	9	36
16	IY	6	24
17	IH	12	48
18	IF	10	40
19	KR	10	40
20	LA	5	20
21	LK	12	48
22	LS	16	64
23	LS	10	40

24	MH	10	40
25	MD	15	60
26	MD	6	24
27	MK	9	36
28	MT	5	20
29	NV	14	56
30	NR	14	56
31	PT	11	44
32	PR	10	40
33	RD	15	60
34	RY	9	36
35	RY	10	40
36	RD	10	40
37	RA	10	40
38	ST	6	24
39	SZ	14	56
40	SH	7	28
41	SQ	6	24
42	SA	13	52
43	UL	10	40
44	YD	11	44
45	YN	9	36
46	ZF	5	20
Total		**460**	**1840**
Average			**40.00**

Appendix 4

The Result of Cycle I

No.	Initials of Students	Meeting I	Meeting II	Meeting III
1	AA	48	50	50
2	AH	40	40	44
3	AS	16	20	26
4	AF	60	62	64
5	AM	42	44	46
6	AH	34	36	38
7	AA	32	34	36
8	AL	44	44	46
9	AN	64	64	68
10	AF	38	40	44
11	AK	36	40	38
12	ES	56	56	60
13	FD	36	38	40
14	IH	38	38	40
15	IR	30	32	36
16	IY	48	48	50
17	IH	48	46	50
18	IF	36	38	40
19	KR	42	44	46
20	LA	26	24	28
21	LK	48	44	46
22	LS	66	66	66
23	LS	44	48	50
24	MH	40	44	46
25	MD	60	66	66
26	MD	28	28	30
27	MK	38	38	36
28	MT	24	28	32
29	NV	58	58	56
30	NR	58	60	62
31	PT	44	46	48

32	PR	40	42	46
33	RD	60	58	58
34	RY	40	42	42
35	RY	40	42	44
36	RD	44	46	46
37	RA	46	50	50
38	ST	28	32	32
39	SZ	56	56	58
40	SH	32	30	32
41	SQ	54	54	56
42	SA	42	44	40
43	UL	40	40	46
44	YD	50	56	56
45	YN	36	38	38
46	ZF	20	22	26
Total		**1950**	**2016**	**2218**
Average		**42.3913**	**43.8260**	**48.2173**

The Result of Cycle II

No.	Initials of Students	Meeting IV	Meeting V	Meeting VI
1	AA	52	52	58
2	AH	50	48	50
3	AS	28	32	38
4	AF	64	64	66
5	AM	40	48	50
6	AH	40	46	46
7	AA	62	66	70
8	AL	36	48	60
9	AN	70	70	72
10	AF	46	44	48
11	AK	40	42	45
12	ES	66	66	62
13	FP	52	56	60
14	IH	56	60	68
15	IF	32	20	46
16	IR	48	50	52
17	IY	62	68	72
18	IH	68	70	76
19	KR	46	46	64
20	LA	32	36	54
21	LK	38	44	56
22	LS	66	68	68
23	LS	50	50	52
24	MH	46	50	54
25	MD	62	64	64
26	MD	32	34	32
27	MK	26	28	36
28	MT	40	48	54
29	NV	50	56	56
30	NR	48	48	52

31	PT	42	44	46
32	PR	60	66	66
33	RD	44	44	46
34	RY	48	52	58
35	RY	42	48	50
36	RD	60	68	70
37	RA	54	60	68
38	ST	48	66	66
39	SZ	38	44	62
40	SH	42	44	54
41	SQ	60	62	70
42	SA	62	68	70
43	UL	45	50	54
44	YD	34	36	40
45	YN	40	20	60
46	ZF	43	54	54
	Total	**2178**	**2348**	**2599**
	Average	**47.3478**	**51.0434**	**56.50**

LESSON PLAN IN CYCLE 1

School	: SD Negeri 116254 Ranto Jior
Subject	: English
Class / Semester	: V / II
Meeting	: 1st 2nd 3rd
Competency Standard	: Understanding simple instructions to act in the context of school
Basic Competencies	: Respond to simple instructions to act as acceptable in the context of school
Indicator	: 1. to pronounce Kind of Transportation in English correctly
	2. To write Kind of Transportation in English correctly
I. Purpose of learning	: 1. Students are able to pronounce name of kinds Transportation in English correctly
	2. Students are able to write Kind of Transportation in English correctly
II. Material	: Kind of Transportation
Sub material	: Land Transportations
III. Technique of Learning	: 1. Modeling and explaining
	2. Asking and answering questions
IV. Step of Learning	:

1. Pre-activities

    a.   Greeting

    b.   Checking Attendance List

    c.   Motivating and brainstorming.

2. While activities

   a. Tell students that they will be learning about synonyms and antonyms. Then teacher write the list of antonym-synonym on the white board.
   b. Students follow by writing down what the teacher wrote on the white board copied in their own book.
   c. After that the teacher pronouncing each of word clearly twice or more followed by students.
   d. The teacher gives the meaning for the words one by one, ask the students to do the same.
   e. Once more teacher and students together pronouncing the words in order to be fluent.

3. Post activities

   a.   Summarizing the topic
   b.   Leave parting

V.   Resource and Media   :
     1. Resources   : 1. Grow eith English Book IV by Mukarto, M.Sc
                                Erlangga
                             2. Go with English Book IV by Rita Kurniawan, Yudhistira

VI. Assessment   : Multiple Choices

VII. Score System

$$M = \frac{X}{N} \ x \ 100$$

     M   : Individual score
     X   : Number of correct
     N   : Number of item

LESSON PLAN IN CYCLE II

School	: SD Negeri 116254 Ranto Jior
Subject	: English
Class / Semester	: V / II
Meeting	: 4th 5th 6th
Competency Standard	: Understanding simple instructions to act in the context of school
Basic Competencies	: Respond to simple instructions to act as acceptable in the context of school
Indicator	: 1. to pronounce Kind of Transportation in English correctly
	2. To write Kind of Transportation in English correctly

I.   Purpose of learning : 1. Students are able to pronounce name of kinds Transportation in English correctly

2. Students are able to write Kind of Transportation in English correctly

II.   Material : Kind of Transportation

Sub material : Land Transportations

III.   Technique of Learning : 1. Modeling and explaining

2. Asking and answering questions

IV.   Step of Learning :

3.   Pre-activities

    d. Greeting

    e. Checking Attendance List

    f. Motivating and brainstorming.

4. While activities

    a. Tell students that they will be learning about synonyms and antonyms. Then teacher write the list of antonym-synonym on the white board.

    b. Students follow by writing down what the teacher wrote on the white board copied in their own book.

    c. After that the teacher pronouncing each of word clearly twice or more followed by students.

    d. The teacher gives the meaning for the words one by one, ask the students to do the same.

    e. Once more teacher and students together pronouncing the words in order to be fluent.

3. Post activities

    c.   Summarizing the topic

    d.   Leave parting

    e.

V.   Resource and Media   :

    1.   Resources   : 1. Grow eith English Book IV by Mukarto, M.Sc Erlangga

                                  2. Go with English Book IV by Rita Kurniawan, Yudhistira

VI.   Assessment   : Multiple Choices

VII. Score System

$$M = \frac{X}{N} \; x \; 100$$

Where;

M   : Individual score

X   : Number of correct Answer

N   : Number of items

CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is not mother tongue for Indonesian. It is a foreign language that has been taught from Elementary School as a Local Content, and Junior High School until Senior High School as a compulsory subject, up to University. People realize that teaching English became very important now and needs much concern. Because of English as a second language for Indonesian must be acquainted toward students early age not only starts from elementary moreover can be started from kindergarten in order to make them more sociable then they can understand to language to use it fluently. This is a reason to find out how we can present language well.

Discussing about language, writer presents some definition of language given by some experts. According to Tarigan, he gives two definition of language. The first, it is a system that systematically, perhaps for generative system. The second language is a set of arbitrary symbols.[1] Other expert, Mackey, gives definition of language, language may be form and not matter or system of sound that arbiter, or a system from many systems, or a system of society.[2]

---

[1] Jago Tarigan, *Pembelajaran Bahasa Indonesia di SD* (Jakarta: UT, 2000) p.4.
[2] Mackey.W.F, *Analisis Bahas* (Surabaya: Usaha Nasiona, 1986) p.12.

Then, Walija stated that it is a communication in complete and effective way to convey ideas, messages, purpose, sense, and opinion to other people.[3] Syamsuddin state that. First, language is a means used to build mind and feeling, desire and deed, means used to influence and influenced.[4] While, Pengabean stated that language is a system that presenting and reporting what did in the neural system.[5] The last, Soejono said that, language is a means of spirit communication that very important in relationship.[6]

Viewing of given definitions, writer concludes that language is important means of communication in our live. In order to be able to communicate to others well, one of the elements is mastering of vocabulary. Vocabulary plays important role in learning language. So every student must have enough vocabulary to produce much word when taking communication.

Then in mastering new vocabulary which is known in the memories of the students have a tendency to be easily forgotten, so that students quickly forget the newly acquired vocabulary. These problems can be overcome if learning vocabulary done in ways that are interesting and fun for students. One way that can be taken is to learn while playing/edutainment, for example through the game that will make learning easy, fun and not boring. Through learning activities

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[3] Walija, *Bahasa Indonesia dalam Perbincangan* (Jakarta: IKIP, 1996) p.4.
[4] A.R. Syamsuddin, *Sanggar Bahasa Indonesia* (Jakarta: Universitas Terbuka, 1986) p.2.
[5] Maruli Pangabean, *Bahasa Pengaruh dan Peranannya* (Jakarta: Gramedia, 1981) p.5.
[6] A.G. Soejono, *Metode Khusus Bahasa Indonesia* (Bandung: C.V. Ilmu, 1983) p.1.

while playing an exciting and fun and challenging students will be impressed with the teaching materials he learned vocabulary.

But what is a vocabulary exactly? Many linguists have given definition about vocabulary. Krashen says that "vocabulary is basic to communication". It is true that the mastering of vocabulary will affect the students` ability in four of language skills like listening, speaking, reading and writing.[7] According to Nunan, that acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions language. Therefore, we need to learn for comprehensive communication.[8] Nation, says that vocabulary is important for learners and must be sure that every learners have to store enough vocabulary in their mind and every teachers have to hinder something will be obstruct of teaching process such as boredom etc, by applying the best principles in teaching.[9]

Based on the explanation above, it can be concluded that knowing vocabulary items is very important in learning foreign language especially for beginners. Communication will not take place well without using appropriate vocabulary. That is why, before learning language skills, such as listening, speaking, reading, and writing. Beginners should learn vocabulary first.

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[7] D. Stephen Krashen and D. Tracy Terre, *Natural Approach Language Acquisition in the Classroom* (Pergamon press: U.K, 1983) p.199.
[8] David Nunan, *Language Teaching Methodology (London:* Prentice Hall Press, 1991) p.17.
[9] David nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003) p.135.

According to preliminary study, most of the students at fifth grade of SD Negeri 116254 Ranto Jior store less of vocabulary so they were not able to communicate using English practically even in simple utterance. It is a problem that must be solved by teachers. Based on the situation, researcher interesting having a research in school. So researcher decided to have the title for the research is "Improving V Grade Students` Vocabulary Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior".

B. The Focus of the Problem

Based on the background of problem, researcher identifies the problem of the research like students need to improve their vocabulary mastery through mastering antonyms and synonyms.

C. The Limitation of the Problem

Based on the identification of the problem, here the researcher would limit the research only on Improving V Grade of the students` vocabulary mastery using antonyms and synonyms at fifth grade of SD Negeri 116254 Ranto Jior Kecamatan Sei Kanan Kabupaten Labuhan Batu Selatan, academic year 2011/2012.

D. The Formulation of the Problem

Based on the limitation of the problem, here researcher would formulate the problem of the research as follows:

1. What is the improvement of students` vocabulary mastery using antonyms and synonyms at SD Negeri 116254 Ranto Jior Kecamatan Sei Kanan Kabupaten Labuhan Batu Selatan, academic year 2011/2012?

E. The Purpose of the Research

The purpose of the research is:

To know the improvement of students` vocabulary mastery using antonyms and synonyms at SD Negeri 116254 Ranto Jior Kecamatan Sei Kanan Kabupaten Labuhan Batu Selatan, academic year 2011/2012.

F. The Significances of the Research

Hopefully the research will give a good influence for:

1. Headmaster, to develop and encourage English teacher to teach English best.

2. Teachers, to develop their capability in teaching vocabulary.

3. Students and readers, to broaden their knowledge of vocabulary mastery.

4. Researcher, to do the further same and different research.

G. The Definition of the Key Terms

To avoid vagueness and misunderstanding between the researcher and the reader, there the researcher states the terminologies are:

1. Improving is a verb that has made something or become better.[10] So improving is going through better work to reach something. Improving consists of three steps, doing work in a simple way with a great quality and correctly. Crossing these in a step by step process is called improving.

2. Vocabulary is one of the important factors in all language teaching, student must continually learn words as they learn structure and practice sound system language.[11]

3. Synonym is a wide spread relation in the vocabulary of English, for which good evidence is provided by the many synonym dictionaries.[12] So synonym is a word or phrase with the same or nearly the same meaning as another in the same language 'shut and close' are synonym.

4. Antonym is a word that is opposite in meaning to another word 'old' has two possible antonym 'young and new' .[13]

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[10] A. S. Hornby, *Oxford Advanced learner's Dictionary* (New York: Oxford University Press, 2000) p.598.
[11] *Ibid.*, p.1212.
[12] Howard Jackson, Etienne Ze' Ampela, *Word Meaning and Vocabulary* (London and New york: Cassel, 2000) p.92.
[13] Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace,, 1998) p.399.

H. The Out Line of the Thesis

To facilitate of discussion in this research, the writer made a systematic discussion as the following:

The first chapter was an introduction that consists of the background of the problem, focus of the problem, limitation of the problem, formulation of the problem, purpose of the research, significances of the research, and definition of the key terms.

The background of the problem talked about the reason of the research to choose the title of the research. Focus of the problem was made to specific discussion of the research. The researcher stated the formulation of the problem used to give a general problem of the research. Definition of the key terms was used to clarify the terminologies in the title of the research. The significances of the research were made state that the research was useful for research and others.

The second chapter was theoretical descriptions that consist of description of vocabulary, types of vocabulary, importance of learning vocabulary, principles for teaching vocabulary, description of antonyms and synonyms and the hypothesis.

The third chapter was the research methodology that consists of the setting of the research, population and sample of the research, instrument of collecting data, techniques data analysis.

The Fourth chapter was the result of the research that consists of description the data, the research observation and the reflection.

The fifth chapter was a closing that consists of conclusion an suggestion from the writer.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

In conducting the research, some theories are needed to explain clearly some concept or terms applied in the research. The terms are below:

1. The Brief Description of Vocabulary

The principle of learning English language is to enable the students to communicate with other people. How they communicate in English well if they do not have any adequate number of vocabulary. What is a vocabulary? Many linguists have given definition of vocabulary. Vocabulary is basic to communication. It is true that the mastery of vocabulary will affect the students` ability in four of language skills like listening, speaking, reading and writing.

Furthermore, the knowledge of vocabulary, along with the basic comprehension strategy is one important factor to understand both spoken and written English. Purwanto, said that the three main principles appear to underline effective vocabulary teaching, namely:[1]

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[1]Drs, Ngalim Purwanto, *Prinsip-prinsip dan Tekhnik Evaluasi Pengajaran* (Bandung: PT Rosda Karya, 1993) p.37.

a. To recognize the vocabulary items in written form

b. To relate them to appropriate object or concept

c. To aware of their connotation and association

From previous definition, it is known that vocabulary is important for writing, reading and speaking successfully where participant need to negotiate meaning expressed in idea, feeling and information and are able to manage into a good order the component of speaking, pronunciation, grammar, vocabulary, fluency and comprehension.

2. The Types of Vocabulary

Related to some experts, Syah and Enong, vocabulary can be divided into two: general vocabulary and special vocabulary.[2] General vocabulary is words that generally used or words that can use by everyone. For example: book, food, car, tree, cat etc. Whereas as, special vocabulary is words that have special use such as; in job profession, or science. The amount of vocabulary is unlimited, for example in science. We learn vocabulary in chemistry, physic, engineering, economics, political science, sociology, psychology and so on.

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[2] Djalinus Syah and Azimar Enong, *Tata Bahasa Inggris Modern* (Jakarta: C.V Miswar Jakarta, 1980) p.12.
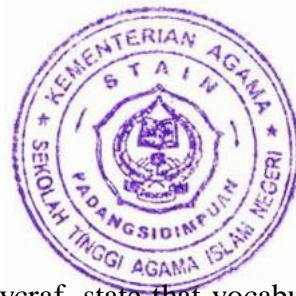
In term of types of vocabulary, Haycraf, state that vocabulary can be divided into active and passive vocabulary.[3] They explain that active vocabulary occurs in speech production. It refers to word which the students can understand, pronounce correctly, and use correctly in speaking and writing. Passive vocabulary is vocabulary recognized and understood by the students when it is in context, but the students cannot produce it correctly. We can find passive vocabulary in the reading text.

More over, there are two types of vocabulary that have states by Bonomo.   There are function words and contents words. Function words are the words which cannot be added with preposition, auxiliary, modals, or any form of structure, example: air plane, water fall, elementary school, and etc. While the contents words are the words which can be added with any preposition, example; take off, take over, etc.[4]

There are two types are productive and receptive ones. Productive vocabulary is the one which is often used in communication and example of study. The receptive vocabulary is the vocabulary which is used to make people became more comprehensive, so that the other can catch the meaning immediately.

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[3] Jhon Haycraft, *An Introduction to English Language Teaching* (London: Group Ltd, 1986) p.44.

[4] Michael Bonomo, *The Foreign Language Leaner: A Guide for Teachers* (New York: Regents publishing company, Inc, 1973) p.8384

3. The Importance of Learning Vocabulary

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

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

Then, an extensive vocabulary aids expressions and communication, vocabulary size has been directly linked to reading comprehension, linguistic vocabulary is synonymous with thinking vocabulary, and a person may be judged by others based on their vocabulary.

4. Principles for Teaching Vocabulary

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

a. Focus on the most use full vocabulary first

Some words can be used in a wide variety of circumstances. Others have much more limited use, for example, the word help can be used to ask for help, to describe how people work with others, to describe how knowledge tools and materials can make people's work easier and so on.

b. Focus on the vocabulary in the most appropriate way

The first principle looked at what words to teach and learn. This principles looks at how they should be taught and learned. Four most important vocabulary learning strategies of using word, parts, guessing from context, using word cards, and using dictionaries.

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

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communication messages in listening, speaking, reading and writing.

d. Encourage learners to reflect on and take responsibility for learning

Principles that relate to choosing what vocabulary to teach and the conditions needed for learning it. There is an important principle that lies behind choosing and learning are that is that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires (1) knowledge of what to learn and the range of options for learning vocabulary. (2) Skill in choosing the best options and, (3) the ability to monitor and evaluate progress with the options.[5]

5. Teaching Vocabulary toward Elementary Students

It seems that teaching vocabulary is easier task than other component of the language. Yet, in fact, most of the students have difficulty in inquiring vocabulary. Teachers often explain new vocabulary to learners. To illustrate meaning, our common way is often explain to give a definition. With

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[5] David Nunan, *Practical English Language Teaching* (New York: Mc Graw-Hill, 2003) p. 135.

definition, drawbacks include a lack of context, a need to use equally complex term, and the temptation to provide other meanings of few words. The students may have a big problem in remembering the large amounts of vocabulary that they have learnt which is necessary to achieve fluency. It is not only for short term memory, during the learning, but also, if it is possible, for a long term memory.

One way to capture their attention is to keep them engaged in activities to supplement the activities with a lot of brightly colored visuals, toys puppets, or objects that match the one used in the story. These also can help make the language input comprehensible and can used for follow up activities, such as retelling stories and guessing games. Although it takes a lot of preparation time to make or provide media, it is worth the effort it teacher can use them in the future classes.

There are many way to improve your vocabulary. When working to improve your vocabulary it's important to know your goals in order to the best choose the way in which you want to learn. As teachers, we can add other ways of teaching words. For students, the method we choose to illustrate in often the key to making the item meaningful and useable.

Other experts, Gairns and Redman suggest the following types of vocabulary presentation techniques:[6]

1. *Visual technique:* these pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners better the material that has been presented by means of visual aids. Visual techniques lend themselves well to presenting concrete items of vocabulary nouns; many are also helpful in conveying of verb and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values.

2. *Verbal explanation:* this pertains to use of illustrate situations, synonym, opposite, scales, definition, and categories.

3. *Use a dictionary:* using a dictionary is another technique of finding out of meaning of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri, and the like.

6. The Brief Description of Antonyms and Synonyms

a. Antonyms

Antonym derived from the Greek anti 'against' and onomo 'names. Literally antonym is another name for another object.[7]

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[6] Gairns Ruth and Redman Stuart, *a Guide to Teaching and Learning Vocabulary* (USA: Cambridge University Press, 1986) p.74.
[7] *Ibid.*, p.57.

Antonym is a word the opposite meaning. Antonym generally has regularity and can be properly identified. Antonym can be divided into several kinds, among others; pair of complementary pairs of complementary words, the comparison of mate removal of a word is not synonymous with other words, the relational antonyms that show symmetry in the sense of group member, and antonyms is reciprocal antonyms that show reciprocal functional relationship, although opposite in meaning.

Below are samples of antonym:

1. beautiful   ><   ugly
2. expensive   ><   cheap
3. on   ><   off
4. asleep   ><   awake
5. buy   ><   sell
6. wife   ><   husband
7. long   ><   short
8. light   ><   dark
9. fast   ><   slow
10. after   ><   before

b. Synonyms

Synonyms derived from the Greek syn 'with' and ononom 'name'. In harfah, synonyms interpreted as another name for the same object. [8] Although synonyms have the same meaning, but the equation is only a semblance of meaning or less the same. So even though the meaning is the same but still show differences, especially if associated with the use of the word in a sentence. The similarity in the synonymous word meaning is not absolutely a hundred percent, but still there is a difference. Difference in meaning can be seen by noting two things: the basic meaning with additional meaning and value of the taste. Following are samples of synonyms:

1. good   =   kind
2. beautiful   =   pretty
3. near   =   close
4. plentiful   =   abundant
5. young   =   new
6. cleaver   =   smart
7. see   =   watch
8. health   =   fresh
9. wide   =   large
10. big   =   huge

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[8]*Ibid.*, p.56.

7. The Antonyms and Synonyms for Children

In explaining to the students that they use synonyms and antonyms everyday without even knowing it. Synonyms are words that have the same or similar definitions. For example, a few synonyms for *smart* are *intelligent, brilliant, clever,* or *genius.* Encourage the students to think of other synonyms.

Synonyms can make writing more powerful and bring words to life. The students should always look for ways to bolster their sentences by using strong verbs and adjectives. They can read what they have written and find synonyms for lackluster words. A thesaurus is a book that lists words and their synonyms. Explain that a thesaurus is different from a dictionary, which lists words and their definitions. Some thesauruses also provide antonyms for words.

An antonym is a word with the opposite meaning of another word. For example, a few antonyms for *bored* are *excited, thrilled, energized,* and *wound up*. Some words have only one antonym, such as *black* and *white.* Other words have many antonyms.

The conclusion is brainstorming and using synonyms and antonyms are great ways to increase the student's vocabulary and expose them to different words that are above their grade level. Reading also exposes your children to new words. Students should read actively and write down new

words in their notebooks or have a dictionary handy to look up difficult words.

B. Review of Related Finding

In conducting this research writer has some previous research.

1. It was Wiwi Nurmala(UMTS:2003) ***"Study on Effectiveness of Teaching English through Action and Function Method to Increase Students' Vocabulary at SMP Negeri Padang Bolak (A Thesis)".*** In the objective of study, she wanted to find out the significant effect of teaching English trough action and function method in increasing students` vocabulary master. She used experimental research were she divided total population, it was 80, by two, so control class was 40 and the experiment class was 40. The result is here is significant effect of using AFM on student vocabulary which the experimental group made improvement l3% while the control group 5%. So she suggests using AFM in teaching English in order to improve vocabulary mastery.

C. The Conceptual Framework

Based on the review of related theories above, conceptual framework can be seen from the figure below:

Figure 1: Conceptual Framework

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┌─────────────────────┐              ┌─────────────────────┐
│  Students' Problem   │─────────────▶│   Students' Low      │
│                      │              │  Vocabulary Mastery  │
└─────────────────────┘              └─────────────────────┘
                                                │
                                                ▼
┌─────────────────────┐              ┌─────────────────────┐
│  Problem Solving     │─────────────▶│ Antonyms and synonyms│
│                      │              │                      │
└─────────────────────┘              └─────────────────────┘
                                                │
                                                ▼
┌─────────────────────┐              ┌─────────────────────┐
│  Expected Result     │─────────────▶│ Increase of Students'│
│                      │              │  Vocabulary Mastery  │
└─────────────────────┘              └─────────────────────┘
```
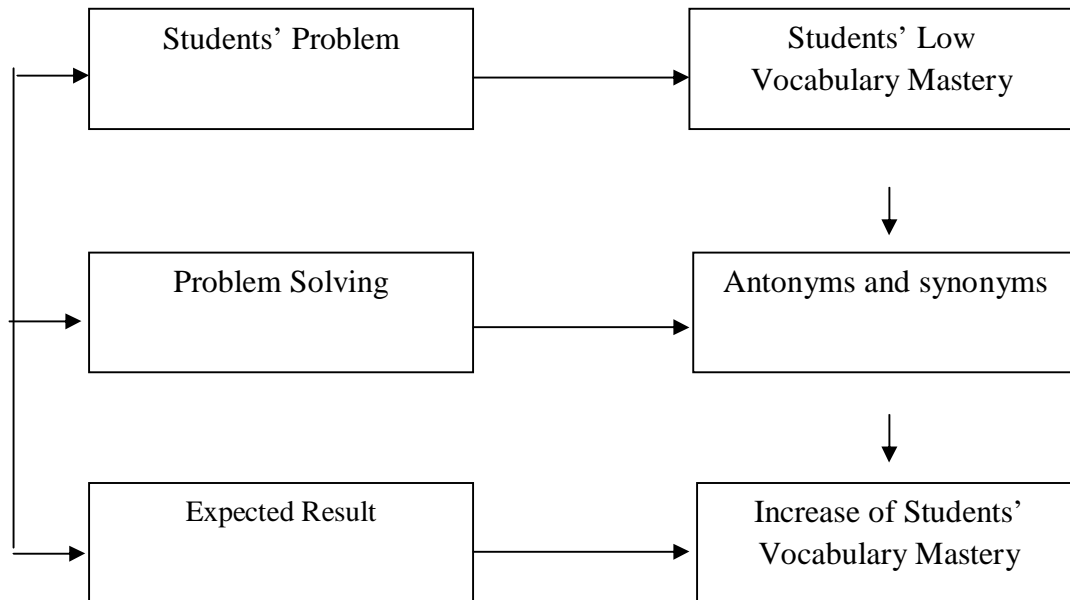
Above, the students' problem in this research is low in vocabulary mastery. It can be seen from preliminary study show some of the students cannot communicate even in simple utterance.

D. The Hypothesis

In this research writer had formulated that using of antonyms and synonyms would improve v grade students` vocabulary mastery at SD Negeri 116254 Ranto Jior Kecamatan Sei Kanan Kabupaten Labuhan Batu Selatan, in academic year 2011/2012.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

It is Classroom Action Research (CAR). Action research is a type of fractioned research that is used to improve the practitioner's practice: action implies doing or changing something four beliefs underline action research:

a. Teachers should have opportunity to engage in professional growth.

b. Teachers want to improve their practice and need data to do so.

c. Given the opportunity and resources (including time), teachers are able to carry out action research studies that will inform their practice.

d. A justification for action research is that no matter how conclusive research findings are regarding a particular practice or innovation, it may not be applicable, to certain classroom.[1]Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stake holders in teaching learning environment to gather information about the ways that their particular school operates how they teach, and how well their students learn. This information is gathered with the goals of gaining insight

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[1] L.R. Gay and Retor airasion, *Educational Research* (New jersey:prentice hall, 2000) p.593.

developing reflective practice, effecting positive changes in the school environment outcomes and the lives of those involved. [2]

Classroom Action research is a cycle process; planning, acting, observation, and reflecting. Here, teacher can apply a certain treatment in order to give comprehension and development to the students. Where there is no development after giving the treatments, the teacher can give more treatments until the goals of learning can be reached. The research design can be drawn as follow:[3]

Chart 1. Scheme of Action Research

4. Reflection

1. Planning

3. Observation

2. Action

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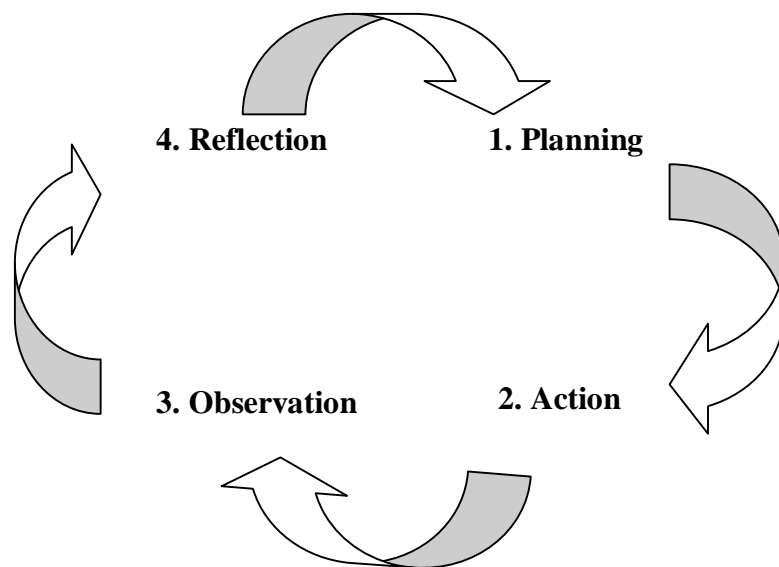
[2]. Geoffrey E. Mills, *Action research a guide for the teacher research* (New jersey: prentice Hall, 2000) p.6.

Classroom action research concerned to four steps, namely, planning, action, observation and reflection. Planning means the reflection of the action had done, in this step, the researcher planed detail about the activities would be done.

Action means the activities that would be done. The researcher will make the teaching program. Lesson plan and also media that use to teach vocabulary students, in the end of the action that they are learned. This action would be done continuously until the teacher get satisfying result.

Observation is the result of action that was done. And reflection is the evaluation of actions that had be done to recover the problem happen in the previous cycle.

In this research the writer collaborated with the teacher to become a team work who work together to solve the students' problem in increasing vocabulary mastery through antonyms and synonyms.

B. The Place and the Time of the Research

1. Place of the research

   The place of the research was at SD Negeri 116254 Ranto jior in Kec. Sei kanan Kab. Labuhan batu selatan.

2. Time of the research

   The research had done for three months. It was from October to January 2012.

C. The Participants

The participants of this research were the fifth grade students of SD Negeri 116254 Ranto jior it consists of 46 students, the reason of choosing this class because the writer found the problems of vocabulary mastery in this class.

Another participants in this research was an English teacher of SD Negeri 116254 Ranto jior the writer observed the activities in the class while teacher was doing an action in this class, than, teacher also helped the writer analyzed the data from the observation and made plane for each cycle.

D. The Specific Objective of the Research

The specific objective of this research is to find out whether using of the students` vocabulary mastery using antonyms and synonyms at SD Negeri 116254 Ranto Jior Kecamatan Sei Kanan Kabupaten Labuhan Batu Selatan, in academic year 2011/2012.

E. The Research Cycle

In this research the writer applied two cycles, each cycle consists of three meetings; each meeting consists of 60 minutes. So, there were six meetings during research process. Each cycle consists of four steps; planning, acting, observing, and reflecting. The classroom action research base on the following assumption; for the first cycle, the process of teaching learning vocabulary was not optimally occurred yet because the applying antonym and synonym technique was not well organized yet. The second cycle, students become active and

interested in learning process. It could be seen from the students' activities in the class

F. The Instrument of Collecting Data

In collecting data, the writer as the key instrument also used vocabulary test. Test is a method of measuring a person's ability, knowledge, or performance in a give domain. A test is a first method. It is an instrument a set of technique, procedures, or items that requires performance on the part of the test taker. Second, a test must measure. Some test measure general ability while others focus on very specific competencies or objectives. Finally a test measures a given domain. In this case of a proficiency test, even though the actual performance on the test involves only a sampling of skills that the domain is overall proficiency in a language-general competence in all skill of a language.[4]

Besides the vocabulary, the writer used observation sheet. Observation sheet is the writer takes field notes on the behavior and activities of individuals at the research site. In these field notes, the research records, in an unstructured or semi structured (using some prior question that the inquirer wants to know), way, activities at the research site.

The data were collected by qualitative and quantitative data. Qualitative data as the main data while quantitative as the supporting data. Wallace states that, qualitative is used to describe data which are not able to being counted or

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[4] H. Douglas Brown, *Language assessment Principle and Classroom Practice* (San Francisco: Longman, 2004) p.3.

measured in an objectively, and are there fore is subjective. The qualitative data will be gathered through observation sheet. The data was used to describe the situation during the teaching learning process, teacher's ability in teaching vocabulary through antonym and synonym.

The students would be tested 30 questions in multiple-choice (a, b, and c) form based on the topics. The students ask to choose a, b, or c based its antonyms-synonyms. The students get same test. It is done in 60 minutes and the question related to the learning materials.

The students will be taught third meetings by antonyms-synonyms in teaching vocabulary. The antonyms-synonyms will be given to the students. The researcher does some treatment in order to help the students in learning English particularly in vocabulary. After getting some treatments, the vocabulary mastery of the students is better than before.

G. The Sources of Data

The researcher will use an instrument as a source of data. They are:

1. Students are the primary sources of data for this research.
2. Teachers are the second sources of data for this research.

H. The Data Analysis Techniques

In analyzing the data, the writer used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. Quantitative data is used to analyze the score of students. The qualitative data is

collected and analyzed by computing the score of vocabulary test. Then item of discriminated separated the students who are able to answer the test items from those who are not able to answer the test items.

The study emphasizes of achievements the students in English vocabulary. To obtain the score that each respondent gets, the following formula will be used:[5]

$$P = \frac{X}{N} \: x \: 100$$

Where:

P = Individual score

X = The number of correct answer

N = The number of item

In order to get the description of the students` answers, the data analyzed by using formula as follows:[6]

$$M = \frac{x}{n} \: x \: 100$$

M = individual score

X = correct answer

n = number items

Then, students` answers were classified as follows:

[5] Wayan and Sumartana, *Evaluasi Pendidikan* (Surabaya: Usaha Nasional, 1986) p.76.
[6] Ibid., p. 45.

Table 1. The Classification of Ability Level[7]

The Classification of Scores	Categories Score
81-100	Excellent
61-80	Good
41-60	Mediocre
21-40	Poor
0-20	Very Poor

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

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

1. Setting

The place of the research was at SD Negeri 116254 Ranto jior. It it's a standard school with 10 classes. There are 16 teachers in this school. There are two English teachers in this school. The English subject had three periods in a week.

The participants of this research were the fifth grade students of SD Negeri 116254. The research participants were the students of class V, it consists 46 students, there were 19 male 27 female, and this class was chosen because the writer found the problems of vocabulary mastery in this class. In doing the research, for the first cycle the students did not enthusiastic in teaching learning program because the using antonyms and synonyms technique was not well organized. For the second cycle, after resign procedure teaching vocabulary mastery through antonyms and synonyms, the students become active and interested in teaching learning program.

2. Actions

The writer divided this action research into two cycles. Each cycles consisted of four stages; namely plan, action, observation and reflection, in this chapter the writer described the research and findings. Before doing the cycles, the writer gave pre test to the students to know their vocabulary mastery.

1. First Cycle

The first cycle was conducted For three meetings. Every meeting was done for sixty minutes. The writer observed all the activities in the classroom based on the observation. Same students seemed to be interested in teachers teaching technique. It could be seen from their enthusiasm in doing antonym and synonym. However some students were still uninterested yet.

Moreover students still had low motivation in participating in learning vocabulary activities. The students also difficult to express their idea because lack of vocabulary. So the writer planned the activities for the firs cycle.

a. Planning

In this stage, the writer planned and designed activities and prepared the topic antonyms and synonyms that would be used to solve the students' problem in vocabulary.

1) Making lesson plan that is consist of the steps of the action.

2) Preparing all material that will be used in this cycle.

3) Preparing the test in this cycle.

4) Preparing observation sheet.

5) Design procedure teaching vocabulary through antonyms and synonyms.

b. Action

The first cycle applied in three meeting, in this cycle, the researcher applied antonyms and synonyms technique in teaching vocabulary. Classroom activities should maximize opportunity to learners to used target language for meaningful purpose, with attention on the message they with talk.

c. Observation

The researcher began this research using cycle I, the researcher can conclude that the result failed, with the understanding that the results of the cycle I, the value did not reach, so did this affect the activities carried out by the observation that the observer was also done twice.

Observations on the first treatment can be somewhat difficult to explain that students in exploring new thinking may be this was because the first time, they were even a bit shy to ask. They would speak up if it was just asked a simple answer. But on the second and third meeting was increasing in activity in the learning process, but the results were not yet satisfactory.

d.   Reflection

In this research, the writer found some strengths and weaknesses during the treatment by using antonyms and synonyms. The strengths are: students were motivated in studying the lesson. It could be seen by their responses during the lesson: they wanted to find the information about the lesson quickly and find out related vocabulary. Students seemed happy. They were not stressful because they acquired language through opposite or similar meaning. They are not afraid of making mistakes. Antonyms and synonyms can improve students' vocabulary and help them to reduce anxiety when acquiring English vocabulary. Most of them did the exercises in-pair while discuss about the topic. They started corporate among themselves. It was good to develop students' character.

2. Second Cycle

The second cycle was conducted for three meeting. And every meeting was done for sixty minutes. After plan the first cycle, has been know must aspect useful based procedure evaluation and reflection is;

1.   Students seemed confused because it might be the fist time for them to find another or similar meaning.

2.   Students needed a lot of time in finding the vocabulary.

3. Students need to find the meaning of the vocabulary.

From the observation in the first cycle, factor of effect inscrutable the problem is low mastery or low media in the first cycle, cause the problem planning in cycle I is failed, so that the researcher plan in the second cycle.

a. Planning

In this stage the writer the planned and designed activities and prepared the topic antonym and synonym that would be used to solve the students' problem in vocabulary.

1) The second cycle conducted in three meeting

2) Preparing all material that will be used in this cycle

3) Preparing the test in this cycle

4) Preparing observation sheet

5) Redesign a procedure teaching vocabulary through antonym and synonym

6) The teacher gave the information about the topic

b. Action

The second cycle conducted in three meeting. In opening the class; the teacher motivated the students to do the lesson. She also motivated them to explore their vocabulary mastery and be more active in teaching learning process.

In this cycle the teacher gave the information about the topic, she explained about antonym and synonym.

c. Observation

Based on the observation sheet, there was an improvement in teaching learning process. The teachers come to the class on time. Greeted the students and also did the orientation. She was serious in teaching learning process and concluded the material. The teacher could improve her ability in taught the class; the teacher gave good motivation to the students so they had spirit in teaching learning process. They also improve their mastery in vocabulary.

The students were enthusiastic in teaching learning process, still made noisy in the class, students were bravery in giving opinion, and the students were being active in doing an interaction in teaching learning process.

e. Reflection

Based on the observation sheet, the teacher ability in taught vocabulary using antonym and synonym was improved the teacher was able

to motivate the students vocabulary mastery and to attack their mastery using antonym and synonym.

A test through antonym and synonym was given in every meeting. Based on the result of all meetings conducted, it was found that the students score. Kept improving started this increase showed that score from the first meeting until the six meeting. Through antonym and synonym are able to improve their vocabulary mastery.

3. The Result of the action

In this research, the writer also found some weaknesses such as; some students seemed confused because it might be the first time for them to find another or similar meaning. In certain cases, the students needed a lot of time in finding the vocabulary related to the antonyms and synonyms. Furthermore, they also needed to find the meaning of that vocabulary. The class became so crowded and almost uncontrolled when they were answering or discussing the vocabulary related to antonyms synonyms. Few students even took this chance to make noise or disturb their friend rather to state their answer.

To see the increased score did some efforts, writer presented as follows; after giving students the pre-test and post-test she analyzed it for the result. It was gained that the Students' score in pre-test was **1700** and cycle I was **1876** and cycle II was **3124**. The sum of score increase **176** from pre-test

to cycle I and 1248 the mean score of pre-test is **36.95** and mean score of cycle I **40.78** and cycle II **67**.**31**. From this, it can be concluded that there was significant different between the results of the students' post-test I and cycle II. The different is **26.53** from the data analysis "t" calculated was – **22.5** with **45** degree of freedom. Based on the result of students in cycle II, the hypothesis of the research was accepted.

B. DISCUSSION

The result of the research which the title "Improving grade V students' vocabulary mastery using antonyms and synonyms at SD Negeri 116254 Ranto jior kecamatan sei kanan kabupaten labuhan batu selatan" can be categorized in to enough category (67,31). Based on the result of this research, there were difficult of students in mastering vocabulary, they were: students store less vocabulary so they were not able to communicate using English practically even in simple utterance.

However, the research before had been researched this problem by Wiwi Nurmala (UMTS: 2003), which the title "Study on effectiveness of teaching English through action and function method to increase students' vocabulary at SMP Negeri Padang Bolak" in the objective of study, she wanted to find out the significant effect of teaching English through action and function method in increasing students' vocabulary mastery.

In this case, the result of this research about the improving of students' vocabulary mastery at grade V in SD Negeri 116254 Ranto jior kecamatan sei kanan kabupaten labuhan batu selatan is same with the researcher before. In other word, the students' store less vocabulary, so they were not able to communicate using English practically even in simple utterance.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

According to those above chapters writer presents the conclusions that there were 46 students of the fifth grade SD Negeri 116254 Ranto Jior Kecamatan Sei Kanan Kabupaten Labuhan Batu Selatan, academic year 2011/2012, as subjects in this research. Most of them have the difficult in vocabulary mastery. Then teacher taught them by using of antonyms-synonyms with the purpose was to improve the students` vocabulary mastery as stated in the Specific objective of the research in chapter III. The result was very positive were there was any increasing of the students tests` scores. So writer braves to say that the using of antonyms-synonyms as a teaching aid in this research was gotten best result.

After that, the writer has analyzed the result of Cycle I and cycle II. The score of the students in two tests would be compared. After knowing and comparing the result of students in cycle I and cycle II, the writer found that there was increasing in students` vocabulary mastery. The sum of students` score in cycle I was **1876** and sum of cycle II **2599**. The sum of score increase **723**. The writer analyzed that mean score of students in cycle I was **48, 2173** and from 30 items, it means that the students can not get English minimum score yet.

But in cycle II, we can see that the mean score increased **56, 50.** The increasing score from **48, 21 to 56, and 50** is **8.29; "t"** calculated was **-22, 5** with 45 degree of freedom. Based on the result of students in cycle, the hypothesis of the research was accepted.

Moreover, from the observation, especially from the students` observation that in applying antonyms - synonyms to teach vocabulary to the fifth grade students, it brought many students come to a fun situation, enthusiastic, and good mood. They gave good respond to learn more and more.

B. The Suggestions

From the conclusions above we know that the post test II gave best result and the observation also got positive respond. Writer gives some suggestions:

1. It is suggested to the headmaster to facilitate this school with the teaching media in learning process.

2. It is suggested to English teachers that:

   a. The teacher should give short, clear and simple instruction and keep in control the students activities.

   b. The teacher should present the language in an enjoyable and relaxed way. It could be done using antonyms and synonyms.

   c. The teacher should creative and active to find various methods to teach the elementary students.

3. It is important to other researcher to make the deepest research with the topic of this research, because is still far from the perfect one due to the limitation of the researcher's material, knowledge and experience.

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: **Pembimbing Skripsi**

Padangsidimpuan, 01 Januari 2011

Kepada

 Yth. 1. H. Nurfin Sihotang, M.A., Ph.D

   2. Zainuddin, S.S., M. Hum

Di-

 Padangsidimpuan

Assalamu'alaikum Wr. Wb

  Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut :
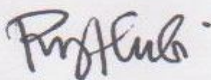
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Judul Skripsi	:	**IMPROVING STUDENTS' VOCABULARY BY USING ANTONYMS AND SYNONIMS AT SD NEGERI 116254 RANTO JIOR**

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  Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari bapak/Ibu, kami ucapkan terima kasih.
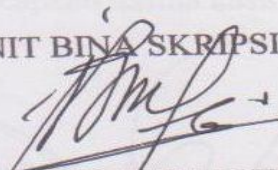
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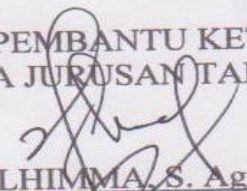
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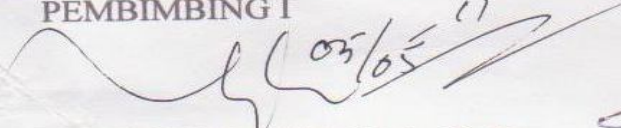
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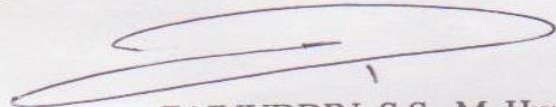
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      Assalamu'alaikum Wr.Wb.

      Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

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Alamat : Perumahan Indah Lestari

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Improving Students' Vocabulary Mastery by Using Antonyms and Synonyms at SDN 116254 Ranto Jior Kec. Sei Kanan Kab. Labuhan Batu Selatan"**.
      Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

      Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

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PEMERINTAH DAERAH KABUPATEN LABUHANBATU SELATAN
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Demikian surat Pernyataan ini diperbuat dengan sebenarnya,untuk dapat dipergunakan sebagaimana mestinya.

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TABLE OF CONTENT

Page