

**THE IMPLEMENTATION OF SYNONYM AND ANTONYM QUIZZES
WORD TO IMPROVE THE STUDENTS' VOCABULARIES
AT SMAN 2 TANA TORAJA**

SKRIPSI

**PATRICIA RAHAYU TARBUN
4517101021**



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA
MAKASSAR
2021**

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Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Study Program

BOSOWA

By

PATRICIA RAHAYU TARBUN

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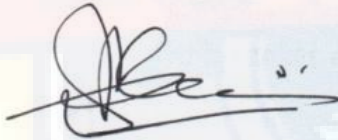
Submitted by

PATRICIA RAHAYU TARBUN
NIM 4517101021

Had been defended in front of Skripsi Examination Committee
January 24th, 2022

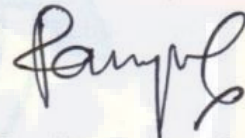
Approved by:

Supervisor I,



Hj. St. Haliah Batau, S.S., M.Hum
NIDN. 0907096901

Supervisor II,



Dr. Rampeng, S.Pd., M.Pd.
NIDN. 0916047806

Under the cognizance of,

Dean

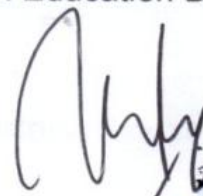
Faculty of Teacher Training and Education,



Dr. Asdar, S.Pd., M.Pd.
NIK. D. 450375

Head

English Education Department,



Ulfah Syam, S.S., M.Pd.
NIK. D. 450394

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Patricia Rahayu Tarbun
NIM : 4517101021
Judul : The Implementation of Synonym and Antonym Quizzes
Word to Improve the Students' Vocabularies at SMAN 2
Tana Toraja

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Yang membuat pernyataan



Patricia Rahayu Tarbun

ABSTRACT

Patricia Rahayu Tarbun. 2021. *The Implementation of Synonym and Antonym Quizzes Word to Improve the Students' Vocabularies at SMAN 2 Tana Toraja (Supervised Hj. St. Haliah Batau and Rampeng)*

This skripsi aimed at finding out whether or not the use of synonym and antonym quizzes improves the vocabulary of the first year students of SMAN 2 Tana Toraja.

This research used pre-experimental method with one group pre-test and post-test. The population of this research was the first year students of SMAN 2 Tana Toraja in 2020/2021 academic year. Class IPS was taken as a sample which consist of 25 students. The instrument of this research was vocabulary tests through pre-test and post-test.

The result of this research indicated that using synonym and antonym quizzes can improve the vocabulary of the first year students of SMAN 2 Tana Toraja. The score of the pre- test are generally "very poor" with the mean score was 45,80 while the score of the post-test are generally "good" with the mean score 84,68. The data were analyzed by using degree of freedom (df-24). The value of the T-test was 7,441, it was greater than the value of t-table was 2, 06. It showed that there was a significant difference between the result t-test and the value of t-table. On the other hand, hypothesis is accepted. Therefore, it can be concluded that using synonym and antonym quizzes can improve the students' vocabulary because Quiz is an activity with rules, a goal and element of fun so it is interesting to the students. They can learn, while they are playing. It can brighten up the class and bring more varieties into the language lesson.

Keyword : *Vocabulary, synonym, and antonym, quiz*

ABSTRAK

Patricia Rahayu Tarbun. 2021. *The Implementation of Synonym and Antonym Quizzes Word to Improve the Students' Vocabularies at SMAN 2 Tana Toraja (Supervised Hj. St. Haliah Batau and Rampeng)*

Skripsi ini bertujuan untuk mengetahui apakah penggunaan kuis sinonim dan antonim dapat meningkatkan kosakata siswa kelas 1 SMAN 2 Tana Toraja.

Penelitian ini menggunakan metode pre-experimental dengan *one group pre-test* dan *post-test*. Populasi penelitian ini adalah siswa kelas satu SMAN 2 Tana Toraja tahun ajaran 2020/2021. Kelas IPS dipilih sebagai sampel yang terdiri dari 25 siswa. Instrumen penelitian ini adalah tes kosakata yang diberikan melalui pre-test dan post-test.

Hasil penelitian ini menunjukkan bahwa penggunaan Kuis Sinonim dan Antonim dapat meningkatkan kosakata siswa kelas 1 SMAN 2 Tana Toraja. Nilai pretest secara umum “sangat buruk” dengan nilai rata-rata 45,80, sedangkan nilai post-test secara umum “baik” dengan nilai rata-rata 84,68. Data dianalisis dengan menggunakan derajat kebebasan (df-24). Nilai T-test sebesar 7,441 lebih besar dari nilai t-tabel yaitu 2,06. Hal ini menunjukkan bahwa terdapat perbedaan yang signifikan antara nilai hasil uji-t dan nilai t-tabel. Sebaliknya, hipotesis diterima. Oleh karena itu, dapat disimpulkan bahwa penggunaan kuis Sinonim dan Antonim dapat meningkatkan kosakata siswa karena kuis merupakan kegiatan dengan aturan, tujuan dan unsur kesenangan sehingga menarik bagi siswa. Mereka bisa belajar sambil bermain. Hal Ini dapat menghidupkan kelas dan membawa lebih banyak variasi dalam pelajaran bahasa.

Kata kunci : *Kosakata, sinonim, dan antonim, kuis*

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This skripsi would never be completed without the assistances of a number of people. Therefore, she would like to express her deepest appreciation and thanks to those people who have helped and involved her in completing this skripsi, for heir valuable advices, supporting, guidance and sacrifices.

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The Writer

Patricia Rahayu Tarbun

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CHAPTER I

INTRODUCTION

This chapter presents background, problem statement, objective of the research, scope of the research, significance of the research.

A. Background of the Research

English is the first foreign language in Indonesia. Many schools or courses take English as one of the lessons. English has four skills: speaking, reading, listening, and writing. Vocabulary as component could be a tool to increase all the skills of English. One of the main problems faced by students in mastering and learning English is a lack of vocabulary. Vocabulary is basic in mastering all English skills.

Vocabulary becomes the most important aspect in learning English. The longer of vocabulary is not used, the faster it will disappear from memory and the more often it will be used the stronger it will be stored in memory. One of the strategies most often used by teachers in teaching is by giving students' some vocabulary and telling students to find out the meaning of words in the dictionary, this strategy has an adverse effect on students' because of the lack of interest and motivation of students' in vocabulary learning (Setiadi, 2014:8)

Many people realize that English has become more important through out the world. No wonder that the number of people attending the English course become bigger and bigger. In Indonesia, for instance, all of the students have attended the English course from elementary school until university. However,

most of them tend to fail in mastering English, especially English vocabulary. Many students can not read and understand the text since they do not have good command of vocabulary. They are doubtful to express their ideas in English because they have limited vocabulary in their mind. Sometimes they worry to converse with each other, they fear to make mistakes. This phenomenon should make us aware of the importance of conducting research of the students learning method in the classroom activity (Indriarti, 2014).

So that teaching and learning activities have variety and fun, then in teaching and learning activities must be using a variety of strategies. To teach vocabulary, many techniques can be applied by teachers alternatively, they can build vocabulary through introducing letter idiom, phrase, sentence clause, songs, quiz, puzzle, reading and writing, passages and games. One of the strategies to improve the students' vocabulary is playing quiz. In teaching vocabulary, playing quiz is the best way.

Decades of research have shown that testing students on their knowledge isn't just a way to assess, but also a powerful way for improving learning that often yields greater benefits than spending the same amount of time on additional study. Providing students with live quizzes during classes is a popular way to do this that is used by teachers all around the world, from elementary school to university (Schewe, 2019). In his post, he offers 5 tips on how to make a powerful quiz, namely alternate your quiz times during class,

always provide feedback, mix questions and content, give students the right amount of time to answer, and stick with few, but good answer choices.

Mel silberman in Muthia, in order for the results to be achieved satisfactorily, a learning method that is appropriate is needed appropriate, namely methods that can increase student activity and understanding on english subjects. For this reason, in this research the author offers an english learning design to generate activity students in student learning activities, namely by using active learning methods syninym and antonym quiz.

Hamruni (2012: 176) said that the team quiz : method is a learning strategy that will improve teamwork and also the attitude of students' responsibility for what they learn through a pleasant and not scary way, namely in quiz form.

See the low motivation and student learning outcomes, the teacher should make a way to encourage students to want to practice the question is by doing a variety of learning strategies but simple, one of which is by presenting a quiz composed of questions simple one. Tests in the form of giving quizzes can be used as a means of increase in learning motivation (Azwar, 2013:15). Experience shows that students will study harder and try harder if they know that at the end of the program they will be test is held. In addition, based on the law of exercise in theory learning proposed by Thorndike explained that the main principle in learning is consistent, the more often something is done, the more the more proficient we are in this matter (Oemar, 2014:39). So, because it presents a synonym and antonym quiz in learning that needs to be done

continuously to practice students practice about their own abilities so that it is hoped that the learning outcomes will be better.

Quiz can improve learners' motivation to reinforce skill. One of the quizzes is synonym and antonym quiz. Besides synonym and antonym quiz as an active quiz, it also can make the students have fun in learning English.

Synonym and antonym quizzes as one of the learning methods in the classroom can evidently be the alternative solution to solve the problem of English learning especially in vocabulary. In recent years there have been a number of researchers focusing on synonym and antonym quizzes that can enhance the student's ability in English. The researchers try to explain globally how the students learn and approach the target language and how the students improve the language skills in informal and non-formal situation.

Relates to the previous statement, the researcher then formulates the title namely "The implementation of synonym and atonym quizzes to improve the vocabulary at SMAN 2 Tana Toraja"

B. Identification of Problem

Based on the background described earlier, the researcher found that the low level of students' English skills was due to lack of vocabulary.

C. Scope of the Research

The area of the research is in applied linguistics. It is specified on the use of synonym and antonym quizzes in developing students' vocabulary mastery.

The scope of the research us this research is developed the students' vocabulary.

D. Formulation of the Research

Based on the background described earlier, the researcher formulated a research question as follows:

How is the use of synonym and antonym quizze to improve the vocabulary of the second year students of SMAN 2 Tana Toraja?

E. Objective of the Research

The objective of the research is to find out the use of synonym and antonym quizzes can improve the vocabulary of the first year students of SMAN 2 Tana Toraja

F. Significance of the Research

The main significances of the research are as follows :

1. Theoretical Significance is the researcher expects deeper understanding of using synonym and antonym quizzes for learning, especially in creasing vocabulary
2. Practically significance is the researcher expects that english teacher will prefer to get useful information at Senior High school. Also, it to helpful contribute to other researchers.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents background, identification problem, scope of the research, the research problem, objective of the research and significance of the research.

A. Supporting Theories

a. Several Concept of Vocabulary

1. What is vocabulary?

Several definitions of vocabulary or words have been explained by different writers:

Teaching English, vocabulary appears as one of the central problem, because implementation of language is fundamental requirement to communicate out ideas, though, emotion, personality, and desires. However it must be distinguished between word and vocabulary. It is true that vocabulary is the word itself but in terms, their meanings are different.

Some experts put the basic definition of vocabulary as the amount of word of language that someone recognize or understand in which he or she can pronounce in speaking, reading, writing or listening. For example, Good in Muliati (2011: 9), vocabulary is the context and function words of language which are learned so thoroughly that become a part of understanding, speaking, and alter reading and writing vocabulary. It also means word having been

heard or seen even though not produced by individual himself to communicate with others.

Vocabulary seems to be associated with the number of words more often than not, and someone vocabulary was often identified as much as number of word that he or she knows. In fact, vocabulary knowledge was not just knowing a word and the word itself has its own complexity

One of the points that Read pronounced was the distinction between tokens and types, which applies to any count of the words in a text. The number of tokens is the same as the total number of word forms, which mean that individual words occurring more than once in the text are counted each time they are used. On the other hand, the number of types is the total number of different word forms, so that a word which is repeated many time counted only once.

Vocabulary is wealth of words which is processed by a certain language. Vocabularies as all of words are in language. Words which are mastered by someone. Vocabulary is the all the language and words either used or understood by a person or group of people.

Vocabulary as an essential component of all uses of language would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exist without words. Words are sign or symbols for ideas. They are the means by which people exchange their thought. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively.

Vocabulary is a total number of words make up language. Language means communication although it is not only coming communication among human being, it is certain important for us. Webster in this study, competence means the students' ability to recognize and understand certain subject.

Furthermore, vocabulary was the core component of language proficiency and it provides much of the basis for how well learners speak, listen, read, and write. Vocabulary was stocks of words in language that can support the learners to learn the skill of the language. Besides, Azar (2012) also says that in learning a foreign language, vocabulary plays an important rule. It is one element that links the four skills of speaking, listening, reading, and writing all together.

2. Types of vocabulary

Learning a language will mean othing who aning vocabulary. Regarding the types of vocabulary according Indrien (2011:14) categorize vocahutary into four types:

- a. Listening Vocabulary This type of vocabulany is developed early, since a child begins to recognize sound. It is limited only to the sound, which is associated with his experience.
- b. Speaking Vocabulary This type vocabulary is also built early, that is time when the child begins to communicate with the surrounding. Although the application of vocabulary at this stage is very simple and

it contains many the small function words, that kind of vocabulary can make up a speech.

c. Vocabulary of Reading and Writing This type of vocabulary is developed almost at the sometime. However, reading vocabulary usually comes earlier that vocabulary of writing. These types of vocabulary are recognized when one has the capability of writing.

3. Functions of Vocabulary

Vocabulary has great function in the language. People use vocabulary or words to construct sentences. Without vocabulary we can not construct ideas both in written or orally. Nobody can express his or her feeling to others. A teacher will be confused to explain the lesson to the students if the student don't master the vocabulary. The number of community can share their ideas for the social or environmental, etc. so the vocabulary, the language can not be developed in word of commerce, certain vocabulary is used to introduce certain product and such vocabulary is usually recommended as new word (Hasmar:2019)

Generally, vocabulary has a main function are to support the four major skills namely listening, speaking, reading, and writing. Pikulski & Templeton state that for success in life must have vocabulary, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. It means that by studying reading people can increase their vocabulary mastery which can be used in their daily life. Vocabulary has often been viewed as a basic element in language teaching,

it is considered to be the most important aspect because it can widen the student intellectual development. In learning a foreign language the students have to know what words mean. To get the meaning of words, the students should learn vocabulary. Wilkins in Thornbury states that without vocabulary nothing can be conveyed. Most improvement in language will be seen by learning more words. Almost anything can be expressed with words. In addition, the more vocabulary (word) a person masters the more ideas can be expressed. Besides that, it will also be easier to understand other people's ideas. In order to be able to speak, read, listen, and write well, the mastery of vocabulary is absolutely needed.

Moreover, it plays an important role in the lives of all language users, since it is one of the major predictors of school performance, and successful learning. The use of new vocabulary is also key to membership of many social and professional roles. In conclusion, vocabulary has an important role in life, vocabulary has main function are to support the four major skills namely listening, speaking, reading, and writing. Beside that, this will be difficult to understand listening, speaking, reading, and writing if the students doesn't have some vocabularies.

4. Principles of Teaching and Learning Vocabulary

Vocabulary is acquired incidentally through indirect exposure to words and the following factors:

1. Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials which will be thought to the students.

2. Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.

3. Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4. Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students" to use words in writing or speaking.

5. Meaning full presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous

b. Synonym and Antonym Quizzes

Before teaching vocabulary a teacher should know what technique that will be used. A teacher should know how to create a good atmosphere in the classroom, to make it not a boring class. The good technique should:

- Make the learner gives attention to the form and meaning
- Give a chance for repetition of what the learner need to be improved
- Make the learner actives in the learning process

In addition, before the teacher teaches synonyms and antonyms quiz, the teacher must know how to apply the quiz method (Pamela, 2010). Some ways to use it are as follows :

1. Create Questions

Provide each student with a flash cards about the current unit of study. One side of the card has a question or vocabulary term and the other side provides the answer or definition.

2. Pair Up

Use the stand up/hands up/pair up method for students to find a partner. Partner A holds up the flash card to show Partner B the question. Partner B answers. Partner A praises if correct or coaches if incorrect. They switch roles and Partner B asks Partner A the next question.

3. Hands Up

After thanking each other and switching cards, Partners A and B raise their hands to find a new partner and repeat the process for an allotted amount of time.

According to Charles in Perdana (2012), there are several purposes of using quizzes, as follows:

- a) Physical: to release the nervous and tension and to promote mental alertness by breaking the routine
- b) Enjoyment: to create a climate of fun and interest that will help the students look forward to their English lesson. Quiz learned in class is also something they can do outside of the class to have fun
- c) Language learning: to serve as an adjunct to the technique of teaching the grammar and sound system of new language. Quiz can be the experience that
- d) Gives meaning and form

1. The Concept of Synonym and Antonym Quizzes

According to Diana (2016), Synonym is the word with the same meaning as another. Synonyms are words that can be substituted for each other in an expression without affecting the truth value: I bought a couch has the same meaning conditions with I bought a sofa. The synonym quizzes are quizzes used to teach a sentence pattern or to teach new vocabulary, Description of synonym quizzes is quiz to find the word that means the same as another word, or more or less the same. Word meaning is the same as another: word that

means the same, or almost the same, as another word in the same language, either in all of its uses or in a specific context. Examples of synonyms in this sense are “environment” and “surrounding” and the verbs “tear” and “rip”.

Antonym is a semantic relationship between two units of speech where the meaning is to express the opposite, contradiction, or contrast of another word. More simply, an antonym is a word that has the opposite meaning of another word. Antonyms are also called opposite words. The relationship between two independent units of speech is two-way. If the word rich is anonymous with the word poor, then the word poor is also an antonym for the word rich.

2. Kind of Synonym and Antonym Quizzes

1) Synonym and antonym words

Table 2.1

The example of Synonym

Meaning	Word
Attractive	Appealing
Big	Large
Create	Make
Difficult	Heavy
Easy	Simple
Funny	Humorous
Goal	Aim
Handsome	Good-looking
Item	Unit

Joy	Happiness
Kind	Type
Laugh	Cackle
Man	Male
Opinion	Mind
Perfect	Flawless
Quick	Fast
Result	Effect
Small	Tiny
Tasty	Yummy
Useful	Helpful
Value	Rate
Wish	Hope
Yell	Scream
Apparent	Obvious
Association	Organization
Arise	Occur
Aromatic	Fragrant
Artful	Crafty
Ardour	Passion
Applicable	Relevant

Table 2.2
The example of Antonym

Word	Meaning
Absence	Presence
Accept	Refuse
Alive	Dead
Excited	Calm
Expand	Contrast
Entrance	Exit
Dull	Bright
Dusk	Dawn
Dismal	Cheerful
Disease	Health
Rapid	Slow
Polite	Rude
Rough	Smooth
Pretty	Ugly
Powerful	Weak
Truth	Lie
Take	Give
Valuable	Valueless
Victory	Defeat
Vacant	Occupied

Sour	Sweet
Slim	Thick
Sober	Drunk
Scatter	Collect
Near	Far
Narrow	Wide
Optimist	Pessimist
Obedient	Disobedient
Noisy	Quiet

2) Determine Synonym and Antonym

In this students will match and determine the word pair in each question. Then, answer **synonym** if the pair of words have the same meaning. And answer **antonym** if the word pairs have opposite meanings.

Example:

- a) Effect ... Impact

The correct answer is "Synonym"

- b) Strong ... Weak

The correct answer is "Antonym"

- c) Accumulate ... Build Up

The correct answer is "Synonym"

- d) Ally ... Enemy

The correct answer is "Antonym"

3. What Synonym and Antonym Quizzes Can Be Used For

Quiz is an activity with rules, a goal and element of fun so it is interesting to the students. They can learn, while they are playing. It can be helpful to the teacher of foreign language in a number of different ways. It can be brighten up the class and bring more variety into the language lesson, especially teaching vocabulary for deepening discourse about topics. Quiz can guide the students in communicating efficiently and property with this peer. It can also give a kind of satisfaction in the way of thinking.

According to Kuswatun (2017:23) , the following are the advantages of quiz strategy, for the learners, they are:

- a) Quiz can be used to change the pace of a lesson and maintain motivation
- b) Quiz can be used to punctuate long formal teaching units and review students' energy before returning to more formal learning.
- c) Quiz can give hidden practice of specific language points without make students aware.
- d) Quiz encourage students' participation and can remove inhibitions of those who feel intimidated by formal classroom situation
- e) Quiz can change the role of the teacher from formal instructor to manager or organizer of activities that student enjoys participating in
- f) Quiz can increase student communication and reduce the domination of the classroom by the teacher
- g) Quiz can act as a testing mechanism, in sense that will expose weakness and the need for remedial work.

For the teacher, quiz can:

a) Helping in terms of classroom management, enabling us in every the pace of the lessons or to get all learned involved

b) Help us recognize if new language is causing problems in terms of form or pronunciation

4. Reason of Using Synonym and Antonym Quizzes

Quizzes are an aspect of method, that representative to be implemented.

According to Heni (2019:28), there are several reasons, why quizzes used in English teaching in order to improve the students' vocabulary. They are:

a) Interesting

b) Challenging

c) It has been recognized

d) Communicative

e) Reinforcing social skill

f) Get satisfaction in the way of thinking

5. How to Play the Synonym and Antonym Quizzes

a) Divide the students into groups

b) One group will consist of four students; it depends on the amount of the students

c) The group of students begin the synonym quizzes by reading the questions in the classroom

d) Each group must get ready (concentration) and answer the question

- e) The winner is the group which has the highest score from the first session till the last session

In relation to the research above in finding some pertinent ideas, the writer can summarize that using synonym and antonym quizzes will improve the vocabulary of the first year students of SMAN 2 Tana Toraja because Quiz is an activity with rules, a goal and element of fun so it is interesting to the students. They can learn, while they are playing. It can be brighten up the class and bring more variety in to the language lesson, especially teaching vocabulary for deepening discourse about topics. Quiz. Can guide the students in communicating efficiently and property with this peer. It can also give a kind of satisfaction in the way of thinking.

In addition, there are shortcomings in the quiz learning method (Saputro, 2016:32), namely:

1. Requires strict control in conditioning the current class commotion happened
2. The time given is very limited if the quiz is carried out by the whole team in one meeting
3. Only certain students are considered smart in the group those who can answer the quiz questions. Because the game which is demanded quickly and provides an opportunity for good discussion short

Therefore, the teacher must be good at determining the time when this quiz strategy will be used in teaching and learning activities and must pay

attention to the basics of strategy selection learning/learning strategy selection criteria.

B. Previous Related Research

The importance of vocabulary has made many language teachers and researchers explore language teaching and learning process in implementation of various techniques.

Several studies as previous findings are listed briefly as follows:

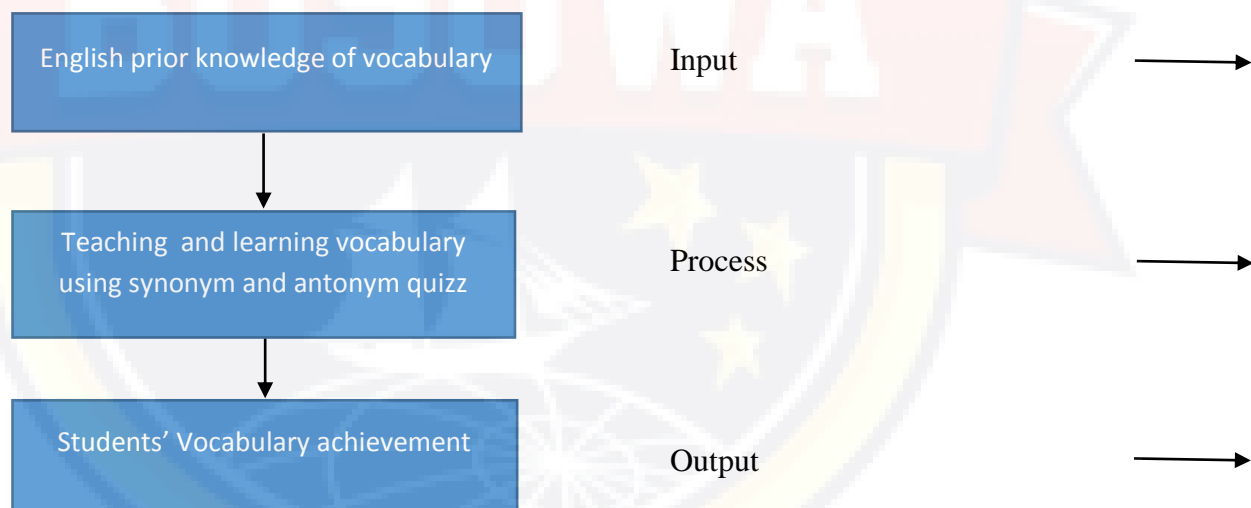
- a. Retnaningtyas Wulandari Wisnu Putri (2013) found that one of the important aspects in teaching and learning English, so the teaching of vocabulary in the classroom should be appropriate in order to avoid problems related to the students' vocabulary mastery.
- b. Ika Rahmadani Lubis (2017) drew that One of games that can improves students' vocabulary mastery is fly swatter game.
- c. Sri Wahyuni (2004) concluded that the students' vocabulary mastery was improved by the using of related word game. The research aimed to improve the student's vocabulary mastery by related in the term of the activity in playing the words based on the text has given.
- d. Marsuni (2004) drew conclusion that the use of context clues is effective to improve the student's vocabulary. The research aimed at finding out whether context clues can improve the student's vocabulary. The stusents achievement in vocabulary technique was 8.95 which could be categorized as good classification.

From the cited research findings above, it seems that the teaching of vocabulary process has to catch the students attention and involves them in learning process actively by creating a good atmosphere, particularly in improving vocabulary.

C. Conceptual Framework

There are many activities that will be presented in teaching vocabulary: one of them is using synonym and antonym quizzes. Teaching with synonym quizzes is considered as one of interesting and enjoyable activities.

The conceptual framework underlying in this research is given in the following diagram:



1. Input

The researcher will explain the example of synonym and antonym. So, the students an able to understand the vocabularies.

2. Process

The researcher will distribute pre-test, treatment, and post-test. To start with a pre-test, the researcher will explain the vocabulary test to the students. Furthermore, distribute the test material to students and control students when they take tests. Then the researcher will collect student worksheets after they finish the test. After a pre-test, the researcher will give a treatment by teaching vocabulary using synonyms and antonyms quizzes which begins with presenting and introducing synonyms and antonyms quizzes to students and the class will be divided into several groups. Furthermore, the researcher will start playing the Synonyms and antonym quiz by reading the questions. After that, the researcher will appoint the group that has raised their hand earlier to guess the word correctly. After that the researcher will give a post-test. the researcher will see an increase in the vocabulary of students giving the same task on the pre-test. This post-test aims to measure whether the use of synonym and antonym quizzes has an effect on students' vocabulary mastery.

3. Output

The results of the pre-test will be compared to know the students vocabularies in synonym and antonym.

D. Hypothesis

The hypothesis of this research is the application of synonym and antonym quizzes improves the vocabulary of the first year students of SMAN 2 Tana Toraja.

CHAPTER III

METHOD OF THE RESEARCH

This chapter encompasses research design, operational definition, location and time of the research, population and sample, research variables, the procedure of collecting data, and technique of data analysis.

A. Research Design

The research design applied the pre-experimental design with one group pre-test and post-test design. It used one group to apply the treatment. Comparison between the pre-test and post-test scores determines the success of the treatment.

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Where :

O₁ : Pretest

X : Treatment

O₂ : Posttest

(Gay, 2006:26)

B. Location and Time of the Research

This research was carried at SMAN 2 Tana Toraja 2021/2022 academic year. The writer conducted one month for the research.

C. Population and Sample

1. Population

The population of this research was the first year students of SMAN 2 Tana Toraja in 2021/2022 academic year. It consisted of 100 students divided into 4 classes which each class consists of approximately 25

1. Sample

The sample selected by using cluster random sampling technique of three classes. By this technique class IPS 1 has been taken as the sample.

D. Research Variable and Operational Definition

1. Variable of the Research

This research had two kinds of variables, namely independent variable and dependent variable. The independent variable is the use of synonym and antonym quizzes. The dependent variable is the students' vocabulary mastery.

2. Operational Definition

The following are the operational definition:

1. Word :

The smallest unit of a language that can stand alone, they are the easiest constituents of a text to identify.

The smallest units obtained after a sentence is divided into its parts, and contains an idea. (Keraf in Yulia. 2010)

The smallest independent unit, or in other words every independent unit is the word. (Kushartanti in Yulia, 2011)

Independent unit, or the smallest form, able to stand alone, and already has meaning. (Yulia, 2011)

Phonological and grammatical units. as a phonological unit, the word consists of one or several syllables, and the syllable consists of one or several phonemes. as a grammatical unit, a word consists of one or more morpheme. (Anjas, 2011)

2. Synonym : The word with the same meaning as another.

Synonym means similar, commensurate, parallel, cognate, and have the same meaning. It's easier to say that synonyms are actually the same meaning of words. As for what is meant is two or more different words form, spelling, pronunciation or pronunciation, but has same or nearly the same meaning (Rahardi in Nindia, 2014).

Etymologically, the word synonym comes from the ancient Greek, namely *onoma* which means name", and *syn* which means with". Then by literally the word synonym means another name for the same thing or thing.

Semantically Synonyms are defined as expressions (can be words, phrases, or sentences) whose meaning is more or

less the same as the meaning of other expressions.

Expression (can be a word, phrase, or sentence)

whose meaning is considered the opposite of the meaning of other expressions (Chaer in Nindia, 2014).

3. Antonym :

A semantic relationship between two units of speech where the meaning is to express the opposite, contradiction, or contrast of another word.

Antonyms are the opposite of synonymous words.

Certain linguistic forms can be said to be antonyms if:

the form has a meaning that is not the same as the other meanings (Nindia, 2010).

In linguistics it is explained that antonyms show that linguistic forms have a relationship between meanings that exist logically differ or contradict one another.

4. Vocabulary :

Is the all the language and words either used or understood by a person or group of people.

Is the list of words with their meaning, especially which is accompanied by a textbook in a foreign language (Wallace, 2011)

Usually alphabetical list of words with definitions or translation, as in a grammar or reader of a foreign language, a glossary (Oxford English Dictionary)

A list of words and sometimes phrases usually arranged in alphabetical order and defined in a dictionary, glossary and lexicon (Webster in Lubis 2017)

5. Vocabulary mastery :

The student's ability to comprehend and master the words and meaning of certain words as well as the patterns and collections in which they were occurred.

There are some indicators of vocabulary mastery; uncountable nouns, collective nouns, abstract nouns, suffixes, roots, synonyms, context clues, and punctuation. (Michel in Lubis, 2017)

Vocabulary mastery can increase the students' reading comprehension significantly if the students use many strategies in reading comprehension. (Putri 2013)

Vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognize the meaning of certain words. In other words, it is more precisely defined as 'to know a word' because the learners are said to have a good vocabulary mastery if they are able to recognize the meaning but

also to know form, grammar, collocation, meaning, and word formation. (Fadian, 2015:6)

The vocabulary test which will be utilized to measure the learners' vocabulary mastery is dealing with the measurement of productive skills that is the vocabulary knowledge required for writing. (Nation, 2012:1)

E. Instruments of the Research

The instrument of this research was vocabulary test, which is administered as pre-test and post-test. The students of class IPS of SMAN 2 Tana Toraja was tested by using multiple choices and matching. The pre-test was given to find out the students prior knowledge of English vocabulary. While the post-test was given to find out the students vocabulary mastery after treatment is given. Pre-test and post-test are within the same question.

Synonym and antonym quizzes was given in the classroom after pre-test, and the post-test was given after teaching vocabulary by using synonym and antonym quizzes.

F. The Procedure of Collecting Data

The procedure of collecting data is presented in chronological order below:

a. Pretest

- 1) The researcher explained the vocabulary test to the students
- 2) The researcher distributed the test material to the students
- 3) The researcher took control upon the students when they do the test
- 4) The researcher collected in students' worksheet after they finish the test

b. treatment

After the pretest, the researcher conducted treatment fortwo meetings. In each meeting the researcher was given synonym and antonym quizzes in teaching vocabulary.

The steps in teaching vocabulary using synonym and antonym quizzes was described as follows:

- 1) Step 1: the researcher presented and introduce the synonym and antonym quizzes to the students and explain what they have to do
- 2) Step 2: the class shared in to some groups (players) the researcher was choose one person of each group
- 3) Step 3: the researcher started playing Synonym and antonym quizzes
- 4) Step 4: the researcher read the question
- 5) Step 5: the researcher point the group who has raise his hand early
- 6) Step 6: the researcher asked the students to guess the word correctly
- 7) Step 7: the researcher end the synonym and antonym quizzes

c. The Posttest was given after the treatment has done with the purposes to know or to find the students' vocabulary mastery. The researcher was taken some steps as follows:

- 1) The researcher explained the vocabulary test to the students
- 2) The researcher distributed the test material to every student to work
- 3) The researcher took control upon the students when they do the test
- 4) The researcher collected students' worksheet after they finish the test

G. Technique of Data Analysis

The data was collected through the test that was analyzed by using quantitative analysis as follows:

- a. Classifying the score of the students answer into the following measurement scale:

No	Score	Classification
1	91-100	Excellent
2	76-90	Good
3	61-75	Average
4	51-60	Poor
5	< 50	Very poor

(Depdiknas, 2017)

- b. Calculating the mean score of the students answer by using the formula

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

Where:

\bar{X} = Mean score

$\sum X$ = Total row score

N = Number of students

(Gay, 2006:320)

- c. Calculating the frequency of the students score by using the formula:

$$p = \frac{n}{N} \times 100\%$$

Where:

P = frequency

N = total number of students

n = Frequency

(Gay,2005)

- d. Finding out the significant different between pretest and posttest by calculating the value of the t-test. The formula is the following formula will be employed:

$$D = \frac{\sum D}{N}$$

Where:

D = Deviation

$\sum D$ = Standard Deviation

N = Number of Students

(Gay, 2005:42)

$$SD = \sqrt{\frac{\sum X^2 - \left(\frac{\sum X}{N}\right)^2}{N - 1}}$$

Where:

T = Test of significant

D = The Mean score

$\sum D$ = The sum of total score of difference

$\sum D_2$ = The square of the sum score of difference

N = The total number of students

(Gay, 2005)

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

Where:

T = Test of significant

D = The Mean score

$\sum D$ = The sum of total score of difference

$\sum D_2$ = The square of the sum score of difference

N = The total number of students

(Creswell, 2012:29)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, namely: research finding and discussion. The findings which presented in this part consists of the data that have been gotten in the process of Classroom Action Research in each cycle. In the discussion section, further explanations of the findings are presented.

A. Findings

The findings of the research is shown through the frequency and rate percentage of the students' score, the mean scores and standard deviation of pre-test and post-test, the T-test value, and hypothesis testing. These findings described as follows:

1. The rate percentage of the pre-test and post-test

Table 1
The rate percentage of the pre-test

NO	Classification	Score	Pre-test	
			F	%
1	Excellent	91-100	0	-
2	Good	76-90	0	-
3	Average	61-75	0	-
4	Poor	51-60	9	36,0%
5	Very poor	<50	16	64,0%
Total			25	100%

On the table 1 above, the result of pre-test shows that none of students got excellent, good, and average classification. On the pre-test 9 students (36,0%) got poor classification, 16 students (64,0%) got very poor classification.

Table 2
The rate percentage of the post-test

No	Classification	Score	Pre-test	
			F	%
1	Excellent	91-100	8	32,0%
2	Good	76-90	12	48,0%
3	Average	61-75	5	20,0%
4	Poor	51-60	0	-
5	Very poor	<50	0	-
Total			25	100%

On the table 2 above, the result of post-test, there were 8 students (32,0%) got excellent classification, 12 students (48,0%) got good classification, and 5 (20,0%) students got average classification. While no students got poor and very poor classification.

2. The mean scores and standard deviation of pre-test and post-test

To know whether there is no significant difference between pre-test and post-test, it is shown in the following table.

Table 3

The mean score and standard deviation of pre-test and post-test

Test	Mean score	Standard deviation	Median
Pre-test	45,80	9,08	45,00
Post-test	84,68	6,50	85,00

From the table 3, the mean score of the students in the pre-test was 45,80 and the mean score of post-test was 84,68. The standard deviation of pre-test was 9,08 and for the post-test was 6,50. The median of pre-test was 45,00 and for post test was 85,00. Based on Depdiknas grades classification (2017), the mean score of the students' pre-test in very poor level and the mean score of the students' post-test increased in to good level.

3. T-test value

Critical value of test (T-test value) is used to know whether there is a significant difference between pre-test and post-test or not.

Table 4

The T-test of the students' vocabulary by using synonym and antonym quizzes are presented as follow:

Variable	T-Test Value	T-table
$X_2 - X_1$	7,441	2,06

4. Hypothesis testing

To find out degree of freedom (df) the Writer used the following formula:

$$df=N-1$$

$$df=25-1$$

$$df=24$$

The degree of freedom (df) = 24, the critical value of table (t-table) is 2,06 then the critical value of test (t-test) = 7,441 (so t-test was bigger than t-table = 2,06 ($7,441 > 2,06$)). It means there is a significant difference between the pre-test and post-test of the students in using synonym and antonym quizzes to improve their vocabulary. It is also can be said that hypothesis is accepted.

B. Discussion

In the research, the discription of data collected through writing test as explained in the previous section that students' vocabulary was increased. This research applied classroom action research. The result of the research, the writer found that synonym and antonym quizzes can improve the students' vocabulary. Synonym and antonym quizzes can enhance class more active and the students showed enjoy to join the class and being enthusiasm. According to Schewe (2019:1), providing students with live quizzes during classes is a popular way to do this that is used by teachers all around the world, from elementary school to university.

This quiz method will indirectly encourage students to study independently outside the classroom. In a sense, when students will face quizzes in the lesson, it is almost certain that some students will learn material that has previously been delivered in class. In addition, this quiz method can be

used as a component of assessment for students. Not only that, teachers can also take advantage of the scores from each of these quizzes to help students whose final grades are unsatisfactory. The function of this quiz method can be used to open a question and answer session as discussion material in class.

These research are supported by Azwar (2013), Oemar (2014), who also found quizzes strategy to be more effective to improve the students' vocabulary. Quizzes gave a good effect to the students' vocabulary and motivated them in learning. In the process of learning the students very well improve their vocabulary and social relationship with their friends. They gave and shared their idea with their friends and other group while their learning together in group.

This research conducted in three steps, namely pre-test, treatment, and post-test. The first stage is giving the pretest where the pre-test is given to determine the students' vocabulary skills before being given treatment. The second stage is given treatment, namely, the provision of materials and quiz games. The third step given post-test to students to determine the score of students' vocabulary skills after being given treatment and students were given the same questions as those in the pre-test. It was supported by the score frequency and rate percentage of the result of the student; pre-test and post-test. The students' score after presenting materials by using synonym and antonym quizzes as a method in teaching vocabulary is better than before the treatments were given to the students. As the result, they could improve their vocabulary.

They also learned the way to interact with each other and they can learn to appreciate each other ideas.

The results of the pre-test showed that the students had limited vocabulary and found it difficult to answer the test given by the writer. They have difficulties in expressing their ideas, makes students passive and not confident. When the writer applies synonym and antonym quizzes the students' test results are significant. Quiz as a cooperative learning model has made students more active and confident. According to Siegel (2015:15), the application of cooperative learning is to improve student achievement and the development of social skills.

Giving function quiz for students that is, used to find out whether students have mastered the subject matter thoroughly, is a reinforcement for students, knowing that the test results get a high score, students will be more motivated to study harder, improvement efforts, with feedback obtained after the test students will know their weaknesses. As a diagnosis by knowing the results of this quiz students can clearly know which part of teaching materials that are perceived as difficult. As for the quiz function for teachers, including knowing how far which materials being taught have been accepted by students, and knowing which parts of the lesson materials have not been mastered by students.

Beside that the mean score of the post-test (84,68) was greater than the mean score of the pre-test (45,80). The value of T-test (7,441) was greater than the table (2,06), the writer found that there was a significance difference

between the results of pre-test and post-test. It can be said that using synonym and antonym quizzes can improve the students' vocabulary.

After seeing an increase in the post-test, the writer saw that from the results of the students' work through the tests given, there were a lot of vocabularies that were foreign to these students. On average only 30% of the students giving the correct answer and words that were familiar for them. After giving the treatment, the writer saw a lot of progress in the students' work on the post-test, and the writer looked back at the questions that were difficult for them to answer in the pre-test had been answered correctly by the students in the post-test. Which was only 30% correct answers changed to 90% after the treatment.

In the learning experiment class with the provision of quizzes is more interesting for students, because they are able to make memory for students in understanding the material they just learned learned. Students are actively involved in learning so that students were not bored and enthusiastic and helps students understand the lesson material bit by bit into his mind, while in the control class learning that is carried out using direct learning conventional method with the lecture method. So, that it tends to make students bored quickly and less motivated to take part in learning activities because the learning activities are centered on the teacher and placing students as listeners and note-takers only, with thus, it is difficult for the teacher to know with certainty the extent to which students understand the material that has been presented.

CHAPTER V

CONCLUSION AND SUGGESTION

The writer constructs this chapter into two parts. The first is conclusion which is based on the research findings and discussion. The second is suggestion which is mainly linked with conclusion.

A. Conclusion

Based on the findings and discussion above at page 34, the writer takes conclusion as follows:

The use of synonym and antonym quizzes is effective to improve the vocabulary of the first students of SMAN 2 Tana Toraja in academic 2021/2022. This study is categorizes pre-experimen research design, the objective in this study is to find out whether concept mapping strategy was able or not to increase students' vocabulary mastery. Therefore, the researcher concluded that there is a significant difference of the students' vocabulary mastery before and after treatment. It is proved by the result of T-test value which T-test (7,441) is Bigger than T-table (2,06). It can also said that there was a significant differences between pre-test and postest which indicates that synonym amd antonym quizzes are effective to improve the students' vocabulary.

B. Suggestion

Based on the result of conclusion, the researcher puts forward suggestion that the writer proposes her aims that English teacher can apply a method and variation to teach vocabulary inside the class by using

synonym and antonym quizzes because it is proved that synonym and antonym quizzes are giving positive contributes to the students' vocabulary.

Utilizing synonym and antonym quizzes could be one of some alternatives of guiding students to get easier in learning vocabulary. By conducting the quizzes to the class, it will raise curiosity outside of the classroom interaction. This actively not only can reach the goal of using this method in teaching vocabulary but also indirectly can provide the students to build their life awareness about being closer and more compact by cooperation in the implementing synonym and antonym quizzes.

Focusing on synonym and antonym quizzes is recommended not only for first grade of SMAN 2 Tana Toraja but also for people who wants to learn English to help them easy in learning vocabulary.

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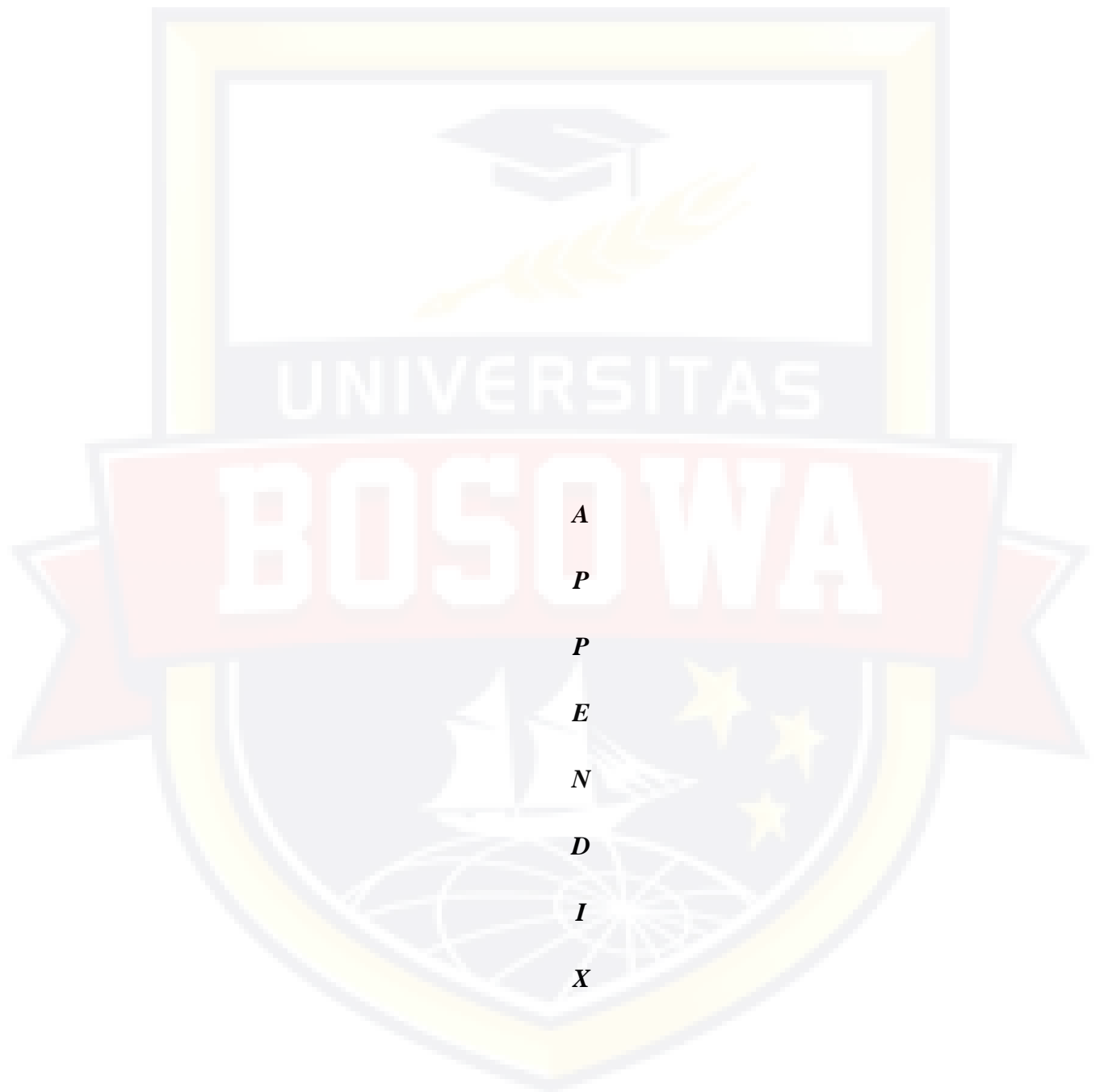
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Appendix 1.

Research instrument

Instrument for the pre-test and post-test :

TASK I (MATCHING)**Identify Synonym or Antonym**

Please write “S” if the following pairs of words are synonym , and “A” if antonym .

- | | |
|--------------------------------|----------------------------------|
| 1. Crash Fall down | 21. Contemporary Modern |
| 2. Inventors Creator | 22. Rebates Discount |
| 3. CandidatesChallenger | 23. Manual Automatic |
| 4. Complicated Simple | 24. Mendadak Schedule |
| 5. Condition State | 25. Stood.... Sit |
| 6. Stingy Generous | 26. unstable Stable |
| 7. Ask Give | 27. Imagination Illusion |
| 8. Actual Fiction | 28. Possible Impossible |
| 9. Fold Straighten Up | 29. Primary.... Main |
| 10. Windshield Mirror | 30. First Last |
| 11. Critical.... Emergency | 31. Innovation Breakthrough |
| 12. Imitation Original | 32. Concert Performance |
| 13. AdaptationMatching | 33. Injection Additional |
| 14. CulinarFood | 34. Modern Traditional |
| 15. Bulid Knock Down | 35. Fictitious Fact |
| 16. Speechless Dubfounded | 36. Mist Clear |
| 17. Autograph Signature | 37. Wicked Evil |
| 18. Practice Theory | 38. FragmentChip |
| 19. Steep Sloping | 39. Folktales Myth |
| 20. Special General | 40. Treated Cured |

TASK 2

(MULTIPLE

CHOICE

Please choose a,b,c,d, or e for synonym and antonym of the words below.

1. Fusion
a. Assignment
b. Care
c. Chaos
d. Detention
e. Combined.
7. Grille
a. Brief report .
b. Water flower
c. Trellis
d. Professional
e. Meritorious
c. Pass over and over again
2. Contradiction
a. Fight
b. Debate
c. Care
d. Controversy.
e. Inauguration
8. impermeable
a. Translucent
b. Doubt
c. meeting .
d. Save
e. Destination
3. Intuition
a. Harness
b. Contradictions
c. Whisper of the Heart.
d. Art
e. Literature
9. Acceleration
a. Acceleration.
b. Followers
c. Oppression
d. Slowness
e. Behavior
4. Mortality
a. Damage
b. Wealth
c. First choice
d. Death rate .
e. Dynamic
10. Avocations
a. Change
b. Cell division
c. Uploading a taste.
d. Blend
e. Climbing
5. Bala
a. Help
b. net
c. Trials.
d. Disaster
e. Against
11. Mutilation
a. Supporting factors
d. Cuts.
6. Independent

- b. Founding father e. Movers b. Suggestion e. Control
c. Indulgence c. Reward

12. Motto

- a. Slogan. d. Shouted
b. Bidding e. news
c. Request

13. Convention

- a. Policy d. Similarity
b. Conclusion e. Deal .
c. decision

14. Insinuation

- a. Insomnia d. Resistance
b. Satire. e. Hard work
c. Then

15. Validity

- a. Error d. Power
b. Power e. The truth.
c. Wisdom

16. Custom

- a. Norm d. Command
b. Culture. e. Social
c. Public

18. . Premature

- a. Early d. Small
b. Big e. Too late.
c. Fastest

19. Estimates

- a. Estimate. d. Around
b. Assessment e. More than
c. if

20. Sync

- a. Corresponding. d. Right
b. Just right e. Not in line
c. influence

21. Prominent

- a. Main d. Ordinary.
b. Leading e. The highest
c. Elite class

22. Induction

- a. Reduction d. Conduction
b. Education. e. Residue
c. reduction

17. Advocacy

- a. Diplomacy d. Defense .

23. Giddy

- a. Afraid d. Be brave.

- | | | | |
|----------|------------|-----------|----------|
| b. Sad | e. Nervous | b. Short. | e. Dwarf |
| c. Shaky | | c. Fat | |

24. Long-width

- | | |
|---------------------|----------------|
| a. rambling | d. concise |
| b. Right on target. | e. Complicated |
| c. Here and there | |

30. Rarely

- | | |
|-----------------------|--------------|
| a. Never | d. Sometimes |
| b. Often.. | e. apart |
| c. Every now and then | |

25. Jumbo

- | | |
|----------------|-----------|
| a. short | d. Hugh |
| b. magnificent | e. Small. |
| c. Giant | |

31. Deny

- | | |
|--------------|-----------|
| a. Confess., | d. Reject |
| b. refute | e. Lie |
| c. Fight | |

26. Enter

- | | |
|---------------|---------------|
| a. Prohibited | d. Be present |
| b. There is | e. Looks |
| c. Absent . | |

32. Respect

- | | |
|--------------------|------------|
| a. Condescending . | d. Respect |
| b. Sympathy | e. salute |
| c. appreciation | |

27. Save

- | | |
|----------------|---------------|
| a. Intelligent | d. Economical |
| b. Economical | e. wasteful. |
| c. done | |

33. Invalid

- | | |
|-------------|------------|
| a. Odd | d. legal, |
| b. Strange | e. Illegal |
| c. Standard | |

28. Trembling

- | | |
|----------------|--------------|
| a. Doubt | d. Afraid |
| b. Dare.. | e. Challenge |
| c. Challenging | |

34. Temporary

- | | |
|----------------|----------|
| a. Right | d. Clear |
| b. Certainly . | e. Live |
| c. Relatively | |

29. Big

- | | |
|--------|---------|
| a. Big | d. Thin |
|--------|---------|

35. Absurd

- | | |
|-----------------|---------------------|
| a. making it up | d. Not impossible . |
|-----------------|---------------------|

- b. Absent e. Not lost
- c. Real
36. Actual 39. Elusive
- a. Expired . d. Real a. Easy to understand .
- b. Long e. New b. It's hard to understand
- c. New reform d. Get bored easily
37. Barren e. Hard to imitate
- a. fertile. d. Dry
- b. Arid e. Coarse 40. Execution
- c. Waste a. Death penalty
38. Free b. Crime
- a. Pay . d. Debt c. Judge's decision
- b. Cash e. paid off d. Rewards for actions.
- c. Credit e. Implementation of the judge's decision

Source : Buku Paket Bahasa Inggris Kelas 10 Kurikulum 2013

Appendix 2.

STUDENT' SCORE OF PRE-TEST AND POST-TEST

NO	STUDENTS' NAME	SCORE	
		PRE-TEST	POST-TEST
1	Rixcon Melinus P.	43	87
2	Rosita Lai' Bua'	50	91
3	Elmiani Banggara	55	94
4	Olivia Marini Tandi Bua	43	85
5	Juwinda Dwi	57	91
6	Selda Raya Rombe	55	91
7	Evi	38	75
8	Nopi Yanti Sirenden	50	85
9	Yaksin Aksin Yustin	30	75
10	Satri Napa	30	75
11	Aprilia Dasan	43	85
12	Priska Kanan	35	75
13	Julius Latu'	58	91
14	Ganti Melati	37	75
15	Jelita Saman	54	91
16	Kelvin Meilanda	37	81
17	Novita Yanti Bunga	35	81
18	Hendrikus Parisi	60	85
19	Gusti Randa	50	91
20	Hutri Rara' Panggalo	50	91
21	Meski Yismerai Kuba	52	91
22	Ermianti Sara Matande	45	85
23	Rivaldo Agung	55	97
24	Melda Oktaviani Totong	53	91
25	Irma Wati Bandaso	40	81

Appendix 3.

CLASSIFICATION OF PRE-TEST SCORE

NO	NAME	X_1	$(X_1)^2$	CLASSIFICATION
1	Rixcon Melinus P.	43	1849	Very Poor
2	Rosita Lai' Bua'	50	2500	Very Poor
3	Elmiani Banggara	55	3025	Poor
4	Olivia Marini Tandi Bua	43	1849	Very Poor
5	Juwinda Dwi	57	3249	Poor
6	Selda Raya Rombe	55	3025	Poor
7	Evi	38	1444	Very Poor
8	Nopi Yanti Sirenden	50	2500	Very Poor
9	Yaksin Aksin Yustin	30	900	Very Poor
10	Satri Napa	30	900	Very Poor
11	Aprilia Dasan	43	1849	Very Poor
12	Priska Kanan	35	1225	Very Poor
13	Julius Latu'	58	3364	Poor
14	Ganti Melati	37	1369	Very Poor
15	Jelita Saman	54	2916	Poor
16	Kelvin Meilanda	37	1369	Very Poor
17	Novita Yanti Bunga	35	1225	Very Poor
18	Hendrikus Parisi	60	3600	Poor
19	Gusti Randa	40	1600	Very Poor
20	Hutri Rara' Panggalo	50	2500	Very Poor
21	Meski Yismerai Kuba	52	2704	Poor
22	Ermianti Sara Matande	45	2025	Very Poor
23	Rivaldo Agung	55	3025	Poor
24	Melda Oktaviani Totong	53	2809	Poor
25	Irma Wati Bandaso	40	1600	Poor
Total X		1145	54421	

Maximum score = 97

Minimum score = 75

Mean score = 45,80

Percentage of very poor score = 64,0%

Percentage of poor score = 36,0%

Appendix 4.

NO	NAME	X ₁	(X ₁) ²	CLASSIFICATION
1	Rixcon Melinus P.	87	7569	Good
2	Rosita Lai' Bua'	91	8281	Excellent
3	Elmiani Banggara	94	8836	Excellent
4	Olivia Marini Tandi Bua	85	7225	Good
5	Juwinda Dwi	85	7225	Good
6	Selda Raya Rombe	85	7225	Good
7	Evi	75	5625	Average
8	Nopi Yanti Sirenden	85	7225	Good
9	Yaksin Aksin Yustin	75	5625	Average
10	Satri Napa	75	5625	Average
11	Aprilia Dasan	85	7225	Good
12	Priska Kanan	75	5625	Average
13	Julius Latu'	80	6400	Good
14	Ganti Melati	75	5625	Average
15	Jelita Saman	91	8281	Excellent
16	Kelvin Meilanda	81	6561	Good
17	Novita Yanti Bunga	81	6561	Good
18	Hendrikus Parisi	85	7225	Good
19	Gusti Randa	91	8281	Excellent
20	Hutri Rara' Panggalo	91	8281	Excellent
21	Meski Yismerai Kuba	91	8281	Excellent
22	Ermianti Sara Matande	85	7225	Good
23	Rivaldo Agung	97	9409	Excellent
24	Melda Oktaviani Totong	91	8281	Excellent T
25	Irma Wati Bandaso	81	6561	Good
Total X		2117	180283	

CLASSIFICATION OF POST-TEST SCORE

Maximum score	= 97
Minimum score	= 75
Mean score	= 84,68
Percentage of excellent score	= 32,0%
Percentage of good score	= 48,0%
Percentage of average score	= 20,0%

Appendix 5.

TABLE OF ROW SCORE OF PRE-TEST AND POST-TEST

NO	X_1	$(X_1)^2$	X_2	$(X_2)^2$	$D=(X_2-X_1)$	$(D)^2$
1.	43	1849	87	7569	44	1936
2.	50	2500	91	8281	41	1681
3.	55	3025	94	8836	39	1521
4.	43	1849	85	7225	42	1764
5.	57	3249	85	7225	28	784
6.	55	3025	85	7225	30	900
7.	38	1444	75	5625	37	1369
8.	50	2500	85	7225	35	1225
9.	30	900	75	5625	45	2025
10.	30	900	75	5625	45	2025
11.	43	1849	85	7225	42	1764
12.	35	1225	75	5625	40	1600
13.	58	3364	80	6400	22	484
14.	37	1369	75	5625	38	1444
15.	54	2916	91	8281	37	1369
16.	37	1369	81	6561	44	1936
17.	35	1225	81	6561	46	2116
18.	60	3600	85	7225	25	625
19.	40	1600	91	8281	51	2601
20.	50	2500	91	8281	41	1681
21.	52	2704	91	8281	39	1521
22.	45	2025	85	7225	40	1600
23.	55	3025	97	9409	42	1764
24.	53	2809	91	8281	38	1444
25.	40	1600	81	6561	41	1681
Total	1145	54421	2117	180283	972	38860

Appendix 6.

CALCULATION MEAN SCORE OF THE STUDENTS

PRE-TEST AND POST-TEST

A. MEAN SCORE PRETEST

$$\bar{X} = \frac{\sum X_1}{N} = \frac{1.145}{25} = 25,8$$

MEAN POST TEST

$$\bar{X} = \frac{\sum X_2}{N} = \frac{2.117}{25} = 84,68$$

B. STANDARD DEVIATION PRETEST

$$SD = \sqrt{\frac{\sum X_1^2 - \left(\frac{\sum X_1}{N}\right)^2}{N - 1}}$$

$$= \sqrt{\frac{54.421 - \left(\frac{1.145}{25}\right)^2}{25 - 1}}$$

$$= \sqrt{\frac{54.421 - (48,5)^2}{24}}$$

$$= \sqrt{\frac{54.421 - 2.097,64}{24}}$$

$$= \sqrt{\frac{52.323,36}{24}}$$

$$= \sqrt{2.180,14}$$

$$= 46,6919$$

C. STANDARD DEVIATION POSTTEST

$$\begin{aligned} D &= \sqrt{\frac{\sum X_2^2 - \left(\frac{\sum X_2}{N}\right)^2}{N - 1}} \\ &= \sqrt{\frac{180.283 - \left(\frac{2.117}{25}\right)^2}{25 - 1}} \\ &= \sqrt{\frac{180.283 - (84,68)^2}{24}} \\ &= \sqrt{\frac{180.283 - 7.170,7024}{24}} \\ &= \sqrt{\frac{173.112,2976}{24}} \\ &= \sqrt{7.213,0124} \\ &= 84,929 \end{aligned}$$

D. MEAN SCORE OF DEVIATION

$$\bar{D} = \frac{\sum D}{N} = \frac{972}{25} = 18,88$$

E. MEAN SCORE OF TREATMENT

$$\frac{\bar{X}_2 - \bar{X}_1}{2} = \frac{84,68 - 45,8}{2} = \frac{130,48}{2} = 65,24$$

Appendix 7.

DISTRIBUTION OF T-TABLE

cum. Prob	<i>t</i> .50	<i>t</i> .75	<i>t</i> .80	<i>t</i> .85	<i>t</i> .90	<i>t</i> .95	<i>t</i> .975	<i>t</i> .99	<i>t</i> .995	<i>t</i> .999	<i>t</i> .9995
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df 1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

Appedix 8.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA / SMK....	Kelas/Semester : X/ 1	KD : 3.3 dan 4.3
Mata Pelajaran : BAHASA INGGRIS	Alokasi Waktu : 2 x 45 menit	Pertemuan ke : 1
Materi :	Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan	

TUJUAN

Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
Memahami struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
Menyusun kalimat pernyataan niat melakukan suatu tindakan/kegiatan
Menanggapi pernyataan niat melakukan suatu tindakan/kegiatan yang ditujukan kepadanya.

LANGKAH-LANGKAH PEMBELAJARAN

Media : <i>Worksheet atau lembar kerja (siswa)</i> <i>Lembar penilaian</i> <i>LCD Proyektor/ Slide presentasi (ppt)</i>	Alat/Bahan : Penggaris, spidol, papan tulis Laptop & infocus
Pendahuluan	<p>Peserta didik memberi salam, berdoa, menyanyikan lagu nasional (PPK)</p> <p>Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)</p> <p>Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</p> <p>Guru menyampaikan garis besar cakupan</p>

	materi dan langkah pembelajaran
KEGIATAN	
Kegiatan literasi	<p>Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p>
Critical Thinking	<p>Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p>
Collaboration	<p>Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p>

Communication	<p>Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</p>
Creativity	<p>Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</p>
PENUTUP	<p>Guru bersama peserta didik merefleksikan pengalaman belajar</p> <p>Guru memberikan penilaian lisan secara acak dan singkat</p> <p>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa</p>

Mahasiswa,

PATRICIA RAHAYU TARBUN

4517101021

Appendix 9.

Data Analysis
ONE SAMPLE T TEST

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Posttest	25	84.68	6.505	1.301

One-Sample Test						
Test Value = 75						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest	7.441	24	.000	9.680	7.00	12.36

Pretest

N	Valid	25
	Missing	0
Mean		45.80
Std. Error of Mean		1.817
Median		45.00
Mode		43 ^a
Std. Deviation		9.083
Variance		82.500
Range		30
Minimum		30
Maximum		60
Sum		1145

MATERIALS

Synonym	Antonym
A word or phrase that has the same or exact meaning as another word or phrase.	A word or phrase that has the opposite meaning as another word or phrase.
Big → Huge	Big → Small
Smart → Intelligent	Tall → Short
Alike → Same	Fast → Slow
Small → Tiny	Early → Late
Begin → Start	Old → Young
Rich → Wealthy	Always → Never
Scared → Afraid	Loud → Quiet

Examples of Synonyms:

large – big
 infant – baby
 end – finish
 glad – happy
 stone – rock

**Let us read the example sentences.
 Notice the underlined words.**

1. Animals should not removed from their natural home. They can freely move in their usual place.

natural – usual
 ↓ ↓
 real habitual
natural means usual

2. We should not deprive the giraffes of their home. They easily get sick if we deny them to live in a jungle.

deprive - deny
↓ ↓
to take something away from to refuse
deprive means deny

The pairs of underlined words have the same meaning. They are **synonyms**. Again, **synonyms** are words having the same meaning.

Here are another examples are:

ivory – white
exposed – unprotected
cruel – unkind
jungle – forest
huge – large
disaster - harm

The pair of italicized words in each sentence have opposite meanings. They are **antonyms**.

Another examples are:

brave – coward
full – empty
silent – noisy
powerful – weak
simple – difficult

**Let us read the example sentences.
Notice the italicized words.**

1. Some *ugly* mermen were looking at Doro's two *beautiful* daughters.

ugly - *beautiful*
↓ ↓
unpleasant good-looking

The opposite of *ugly* is *beautiful*



2. Doro was standing *in front* of his house when he saw the mermaid combing her hair *behind* the huge rocks.

in front - *behind*
↓ ↓
in a forward position at the back

The pair of italicized words in each sentence have opposite meanings. They are **antonyms**.

Another examples are:

brave - coward	wealthy - poor
full - empty	lazy - hardworking
silent - noisy	late - early
powerful - weak	joyful - lonely
simple - difficult	mean - kind



Connect the pairs of synonyms. Write only the letter of your answer.

- ☐ 1. false
- ☐ 2. clever
- ☐ 3. beneath
- ☐ 4. significant
- ☐ 5. awful

- ☐ A. under
- ☐ B. bad
- ☐ C. wrong
- ☐ D. smart
- ☐ E. important



Choose the antonym of the given word.

- | | | | |
|-----------|------------|-----------|----------|
| 1. quick | steady | slow | fast |
| 2. calm | peaceful | noisy | quiet |
| 3. shy | confident | timid | lonely |
| 4. cruel | kind | fierce | harsh |
| 5. famous | well-known | notorious | brave |
| 6. chilly | warm | cold | freezing |
| 7. gloomy | sad | bright | dark |
| 8. funny | boring | light | cold |
| 9. sharp | alert | dull | deep |
| 10. neat | tidy | clean | dirty |



Appendix 11.

Documentation



Picture 1. The researcher was distributing the test material



Picture 3. The students were doing the Pre-test



Picture 3. The researcher was collecting the students worksheet



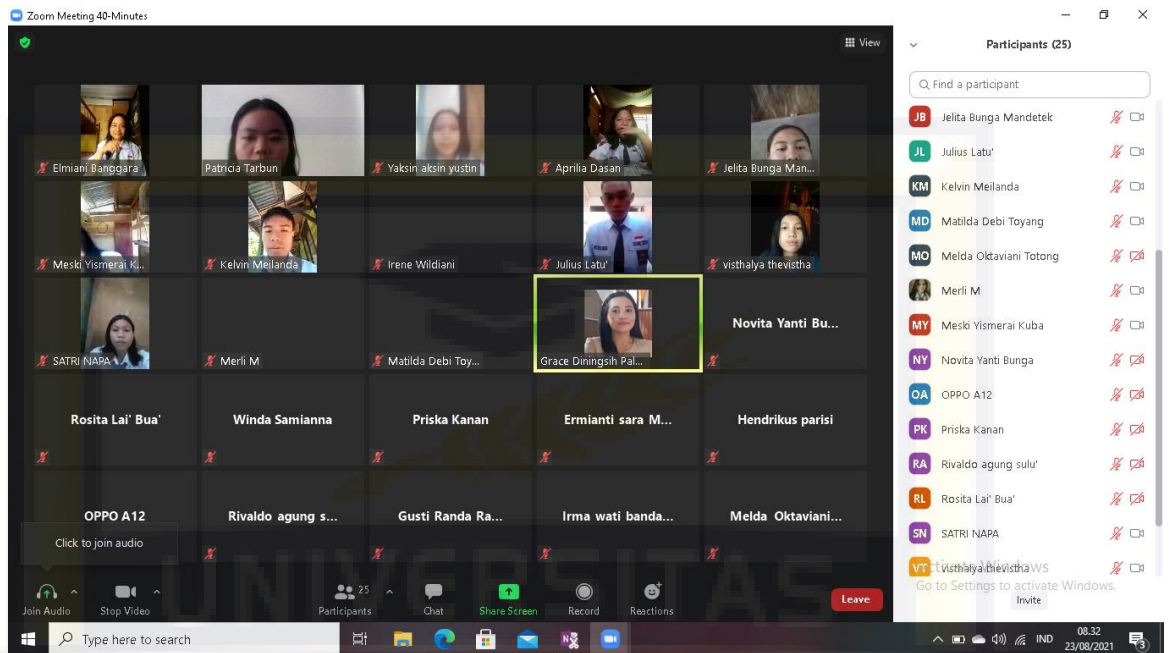
Picture 4. The researcher was presenting and introduction the quizzes and what the students have to do



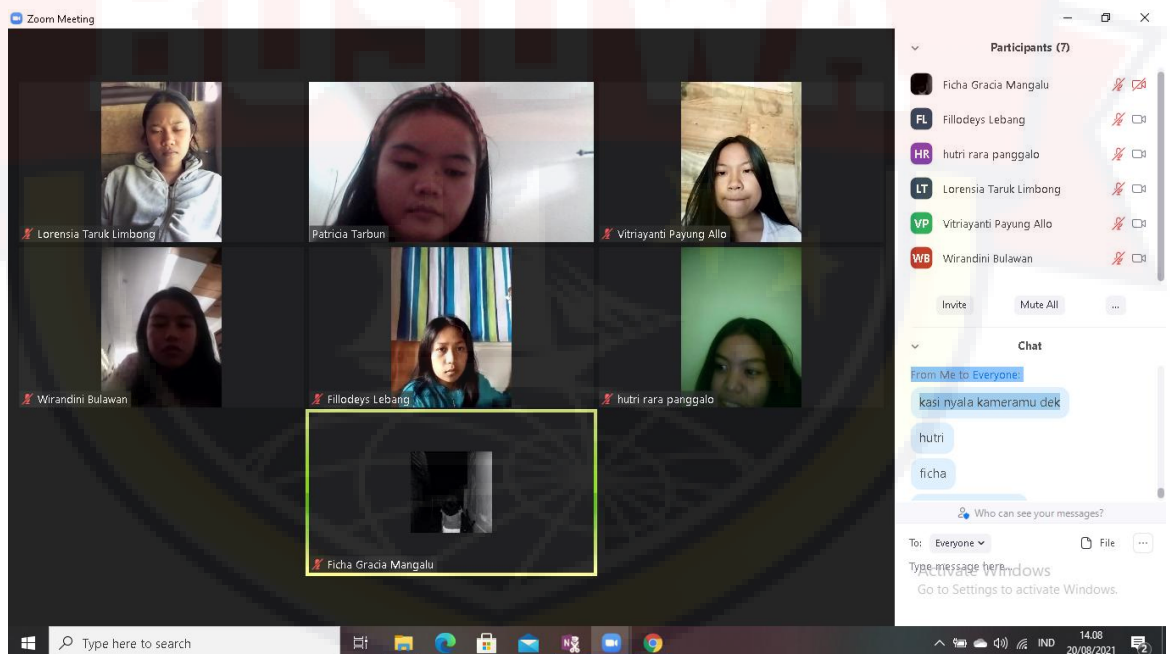
Picture 5. The researcher playing the quizzes and read the questions



Picture 6. The researcher with the one of the english teacher



Zoom meeting



You are viewing Grace Diningsih Palangda's screen

test (1) - Word (Product Activation Failed)

File Home Insert Design Layout References Mailings Review View Tell me what you want to do... Sign in Share

Name :

TASK I (MATCHING)

Identify Synonym or Antonym

Please write "S" if the following pairs of words are synonym , and "A" if antonym .

1. Crash Fall down	21. Contemporary Modern
2. Inventors Creator	22. Rebates Discount
3. CandidatesChallenger	23. Manual Automatic
4. Complicated Simple	24. Mendadak Schedule
5. Condition State	25. Stood.... Sit
6. Stingy Generous	26. unstable Stable
7. Ask Give	27. Imagination Illusion
8. Actual Fiction	28. Possible Impossible
9. Fold Straighten Up	29. Primary.... Main
10. Windshield Mirror	30. First Last
11. Critical.... Emergency	31. Innovation Breakthrough
12. Imitation Original	32. Concert Performance
13. AdaptationMatching	33. Injection Additional

Click to join audio

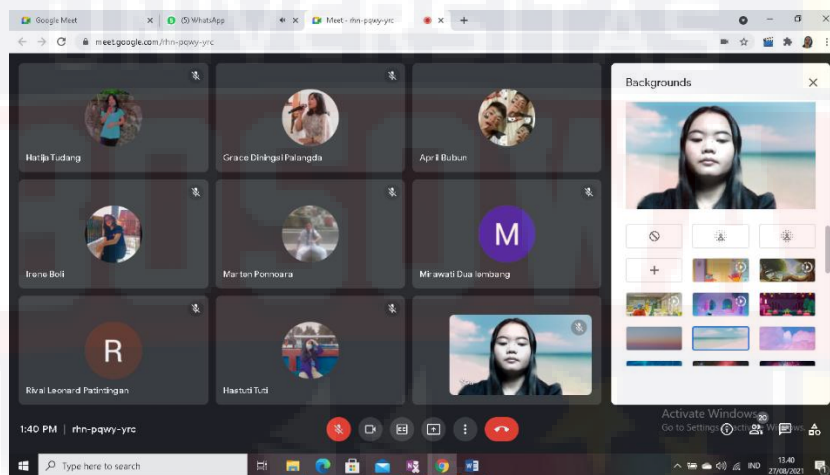
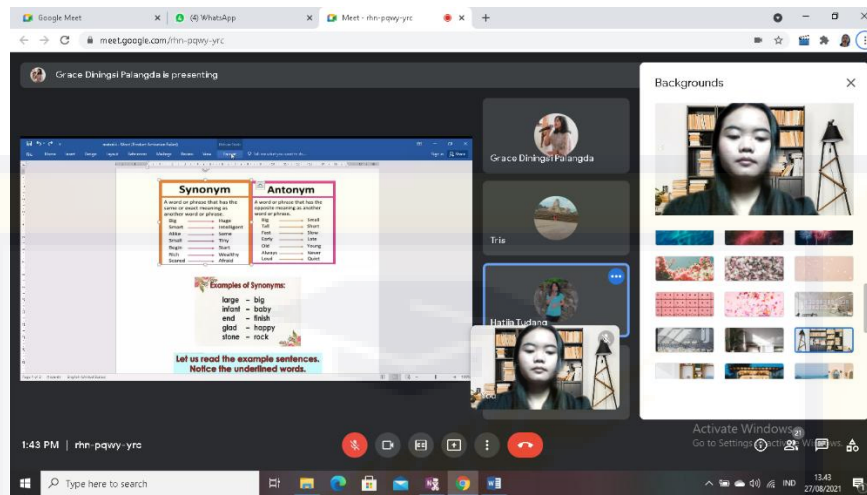
Activate windows
Go to Settings to activate Windows.

Join Audio Stop Video Participants 25 Chat Share Screen Record Reactions Leave

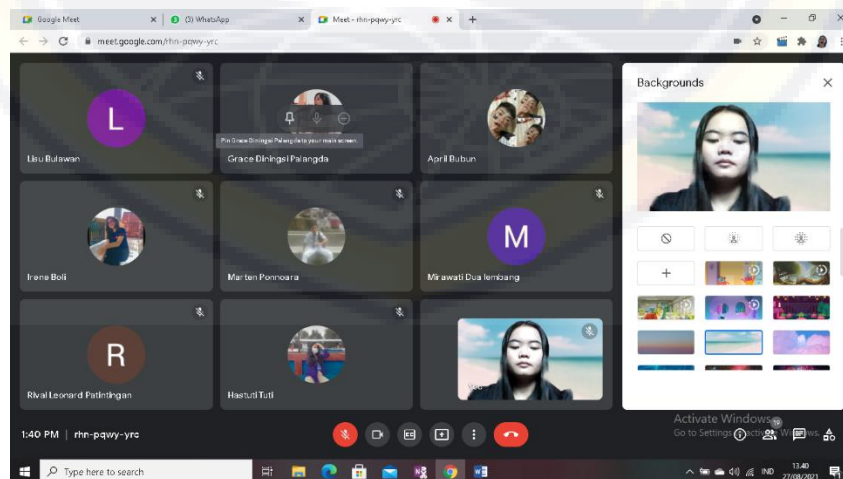
Participants: Patricia Tarbun, Grace Diningsih Palangda, Rosita Lai' Bua, Aprilia Dasan

Doing the Post-test





Zoom meeting



Students' worksheet

No. _____
Date: _____

Senin 23 Agustus 2021

Nama: Yakin Akran Guslin
Kls: XI IPA 5

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

The lowest score of students in pre-test with a score of 30

No. _____
Date: _____

Nama: Juwinda Puri Duapadang
Kelas: XI IPA 5

Task 1 (Matching)

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

Task 2 (Multiple choice)

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

The highest score of students in pre-test with a score of 57

Nama: SATRI NAPA			
Task I		Task II	
1. S	21. S	1. E	21. a
2. S	28. S	2. d	28. b
3. S	29. S	3. c	29. b
4. S	30. A	4. c	30. b
5. S	31. S	5. c	31. a
6. S	32. S	6. b	32. c
7. S	33. S	7. a	33. b
8. A	34. S	8. d	34. b
9. S	35. A	9. a	35. d
10. A	36. A	10. c	36. a
11. S	37. S	11. d	37. c
12. A	38. S	12. a	38. a
13. A	39. A	13. E	39. d
14. S	40. S	14. b	40. a
15. A		15. c	
16. A		16. b	
17. S		17. d	
18. A		18. a	
19. A		19. a	
20. S		20. a	
21. S		21. c	
22. S		22. b	
23. A		23. d	
24. A		24. b	
25. A		25. c	
26. A		26. c	

The lowest score of students in post-test with a score of 75

Nama: Rivaldo agung SULU			
Task I		Task II	
1. S	21. S	1. e	21. d
2. S	22. S	2. d	22. b
3. S	23. A	3. c	23. d
4. A	24. A	4. d	24. b
5. S	25. A	5. c	25. e
6. S	26. S	6. b	26. c
7. A	27. S	7. a	27. e
8. A	28. A	8. c	28. b
9. S	29. S	9. a	29. b
10. S	30. A	10. c	30. b
11. S	31. A	11. d	31. a
12. A	32. S	12. e	32. a
13. S	33. S	13. e	33. d
14. S	34. A	14. b	34. b
15. A	35. A	15. e	35. d
16. S	36. A	16. b	36. a
17. S	37. S	17. d	37. e
18. A	38. S	18. e	38. a
19. S	39. A	19. a	39. a
20. A	40. S	20. a	40. d

The highest score of students in post-test with a score of 97

Answer key

TASK 1

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

TASK 2

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

BIOGRAPHY



Patricia Rahayu Tarbun was born in Ge'tengan, on August 21st 1999, from the marriage of her parents Yip Tarbun, S.Pd., M.Pd and Debora Mundy. She is the last daughter from six siblings. She has three sisters and two brothers. She began her first education at SDN 143 Inpres Ge'tengan in 2005 until 2011. After graduated, she continued her study in SMP Negeri 1 Mengkendek and finished in 2014. Then, she continued her education at SMAN 3 Makale and graduated in 2017. After graduated, she decided to complete her study in Makassar and took English Language Education Study Program of Bosowa University in 2017 and finished in 2021. She had participated as a member of Unibos Youth Choir since 2017 until 2021, BEM of Faculty of Teacher Training and Education since 2018 until 2021 and Student Associations of English Language Education since 2018 until 2021.